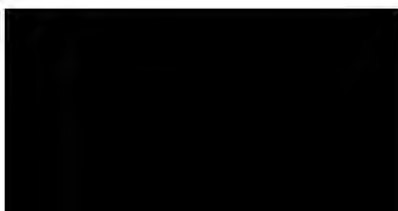




30 November 2018



Dear 

Thank you for your email of 4 October 2018 requesting the following information:

1. *December 2017 reports from all attendance services.*
2. *The most recent reports to the Education Ministry from each attendance service.*

Your request has been considered under the Official Information Act 1982 (the Act).

Please find attached a document table as **Appendix One**, detailing the release status of the 16 attendance service reports within scope of your request. I am withholding information from all 16 reports under the following sections of the Act:

- *Section 9(2)(a) of the Act, to protect the privacy of natural persons*
- *Section 9(2)(b)(ii) of the Act, to protect information where the making available of the information would be likely unreasonably to prejudice the commercial position of the person who supplied or who is the subject of the information*
- *Section 9(2)(g)(i) of the Act, to maintain the effective conduct of public affairs through the free and frank expression of opinions by or between or to Ministers of the Crown or members of an organisation or officers and employees of any department or organisation in the course of their duty.*

I am withholding the names of providers' staff, the individual case studies and Ministry staff below Senior Manager level under section 9(2)(a) of the Act, as I consider the interest in maintaining the privacy of these individuals is not outweighed by public interest considerations.

I am withholding details of public monies allocated to the providers under section 9(2)(b)(ii) of the Act. The public interest in this case lies more with the providers' ability to deliver the services they are contracted to provide, and releasing this financial information would prejudice their ability to provide these services.

Lastly, I am withholding much of the qualitative commentary included in these reports under section 9(2)(g)(i) of the Act. I consider that maintaining the exchange of free and frank expressions on the delivery of their services to and with Ministry officials to not be outweighed by the public interest. There is a greater interest in this case in providers being able to continue to effectively perform the functions expected.

You have the right to ask an Ombudsman to review this decision. You can do this by writing to info@ombudsman.parliament.nz or Office of the Ombudsman, PO Box 10152, Wellington 6143.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Katrina Casey', is written over the printed name and title.

Katrina Casey
Deputy Secretary
Sector Enablement and Support

Appendix One

Number	Provider	Release Details
1	Auckland City Education Services (ACES)	Information withheld under sections 9(2)(a) and 9(2)(g)(i) of the Act.
2	CAPS Hauraki Inc.	Information withheld under sections 9(2)(a), 9(2)(b)(ii) and 9(2)(g)(i) of the Act.
3	Central King Country (CKC) REAP	Information withheld under sections 9(2)(a), 9(2)(b)(ii) and 9(2)(g)(i) of the Act.
4	Datacom Services Limited - eCase Attendance Service	Information withheld under sections 9(2)(a), 9(2)(b)(ii) and 9(2)(g)(i) of the Act.
5	Life to the Max (LTTM), Horowhenua Trust	Information withheld under sections 9(2)(a), 9(2)(b)(ii) and 9(2)(g)(i) of the Act.
6	Manna Integrated Services	Information withheld under section 9(2)(a) of the Act.
7	National Urban Māori Authority (NUMA)	Information withheld under sections 9(2)(a), 9(2)(b)(ii) and 9(2)(g)(i) of the Act.
8	Ngāpuhi Iwi Social Services (Tai Tokerau Attendance Service) (TTAS)	Information withheld under sections 9(2)(a) and 9(2)(g)(i) of the Act.
9	Solomon Group Inc	Information withheld under sections 9(2)(a) and 9(2)(g)(i) of the Act.
10	STRIVE Community Trust	Information withheld under sections 9(2)(a), 9(2)(b)(ii) and 9(2)(g)(i) of the Act.
11	Te Kuiti High School (TKHS)	Information withheld under sections 9(2)(a) and 9(2)(b)(ii) of the Act.
12	Te Ora Hou Otautahi	Information withheld under sections 9(2)(a) and 9(2)(b)(ii) of the Act.
13	Te Rūnanganui o Ngāti Porou (Tairāwhiti School Attendance Service)	Information withheld under sections 9(2)(a), 9(2)(b)(ii) and 9(2)(g)(i) of the Act.
14	Te Taiwhenua o Heretaunga (TTOH)	Information withheld under sections 9(2)(a) and 9(2)(g)(i) of the Act.
15	Tokoroa Council of Social Services (TCOSS)	Information withheld under sections 9(2)(a) and 9(2)(g)(i) of the Act.
16	Tutama Wahine o Taranaki	Information withheld under sections 9(2)(a) and 9(2)(g)(i) of the Act.

To: 9(2)(a) MoE, Senior Advisor and Relationship Co-ordinator Attendance Service
Advisor and National Co-ordinator Attendance Service

From: 9(2)(a)

cc:

Date: 28 February 2018

Subject: Auckland City Attendance Service (Area 3) Annual Report

Purpose:

This is the Annual report for 2017 and presents KPIs Statistical Results as well as including a Narrative Summary for Area 3 Attendance Service. The purpose of the annual review is for the MoE and ACES to use the findings to track progress, give feedback and share learning. Contract reviews will specifically focus on the evidence collected to demonstrate progress against contracted KPIs.

Summary

ACES Attendance Service has met the KPIs of the Outcome Agreement (in some places exceeded) and the Service is balancing response to referrals lodged as well as being proactive with the activities in place with Schools and communities.

The Auckland City Attendance Service strategic direction is "*Changing the Tide*" and forms the Business Plans for 2016-2018. "*Changing the Tide*" is considering how best the Attendance Service can address the historical data of the high referrals of Year 10 and 11. The Attendance Advisors' (AA) hours for a student in Year 10 and 11 age groups are high due to the complexities (often entrenched and isolated from education), compared to the lesser hours an AA may spend with a Primary / Intermediate School Age student, where "*complexities*" may not yet be identifiable.

The plan is now in Year 3 and can state **(UA between ages of Yr. 5 – Yr. 12) has increased by 15% (Nationally this % increased by 1%)**. The Service will not be able to confirm the increased referrals will reduce Yr. 10 and 11 numbers. In reality, this form of evidence will take several years to happen and ideally the evidence will be:

- The student's attendance concerns are addressed now, interventions implemented were successful and the students do not become a referral when they reach those critical ages of 14 – 15 yrs. old.

The complexities of UA are growing and closures at 22 Days are increasing difficult to achieve. There is a need to critique the word "*complexity*" and understand what this means when stated (for example):

1. Whānau / families with social needs
2. Housing and increased living costs in Auckland
3. Youth crime in certain areas
4. Mental health
5. Children's behaviours or wellbeing preventing them engaging with their school
6. The parent, whānau members or caregiver not having the skills or understanding on how best to support their child

Attendance Services (plural) cannot be expected to address the complexities or the crisis in their local area, especially when Agencies / Services are stretched to respond to a need. Leadership is needed for collective collaboration of Agencies with Services to address the concerns stated above. In the meantime, the Area 3 Attendance Service will manage cases referred, approach each individually and when necessary, provide assistance and make referrals to the right Services / Agencies who can respond.

URGENT

Auckland City Attendance Service is concerned with the ROADBLOCK from Schools who are refusing enrolment due to being full and they are the only Zone School.

With increased population in this area and housing crisis ACES believes a National Directive is needed to guide Schools to remove bureaucratic administration policy of "to supply proof of an address" or, addressing the issue of school population sizes.

Auckland City Education Service Half Year Contract Review Attendance Service

Actual Numbers for ACES referrals for 2017 was

- 533 Non-Enrolment
- 1198 UA cases lodged
- 170 Other (Truancy Operations)
- 3266 Transition Project Yr. 8 to Yr. 9 (2017-2018)

Reporting Measure Description	Objective	Report Actual
How many? 1. Number of schools in the Attendance Service catchment region Proportion of schools in the Attendance Service catchment region who are registered ASA users	65%	<ul style="list-style-type: none"> • 92% of Schools (access ASA) are registered users and KPI has exceeding the KPI, this % increased from 2017 which was 89%. • ACES School number is 132 yet, actually responds to 151 Schools (NEN response) and there are 19 Schools who are not part of the Attendance Service Outcome Agreement.

How well?	Months Open	Number of Open NE Active Cases	% of Open NE Cases by Month Open
1. All cases open longer than six months have a plan in place to re-engage the student back into a school or legal learning environment	0 to 3	122	76%
	4 to 6	24	16%
	7 to 9	4	3%
	10 to 12	0	0%
	13+	8	5%
	Total	148	100.0%

ACES processes when searching for a student who cannot be located includes:

- ✓ Visit previous School(s) to confirm contact details / emergency numbers / addresses
- ✓ Speak to classroom Teacher / Dean
- ✓ Contact all numbers / email addresses from history gathered
- ✓ Speak to neighbours or local shops
- ✓ Check Facebook
- ✓ Search Engines (MSD and Internal Affairs)
- ✓ Police Check
- ✓ Ring 0508 in case an active case with Oranga Tamariki – Ministry for Children

Any cases open six months or more and is workable, the AA will update with a summary using a format that allows the direction to re-focus as well as identify roadblocks preventing enrolment. Summary includes:

1. Listing the Professionals Attached
2. Case is Summarised
3. Roadblocks preventing enrolment
4. The Potential Plan
5. An example is below for Case **9(2)(a)**

FINDINGS:

- 76% of ACES cases are closed 0-3 months compared to 60% Nationally
- 42 15+ Active Cases (at the time the information was extracted) and 3 were closed due to being 16 years old.
This age group remains a major concern and the finding is, the cases that have (or had) multiple interventions with multi-agencies involvement and the Attendance Service role is minor and unable to support and gain an outcome.
When the Service can be an active player with the case, options can be considered and includes exemptions (3 accepted in 2017) that students have successfully transitioned into.
- 71% cases involved "face to face" work. This % is an estimation, as some cases are closed (by a phone call, or a school administration error (this should be a reason for closure) or Internal Affairs confirmation student is overseas) and no face to face was needed.

To conclude, the Non-Enrolled cases are being closed consistently due to the co-ordination (triage mythology) by the Team Leader and having in place an Attendance Advisor who specialises in NE cases.

9(2)(g)(i)

2.	All referrals are responded to within 24 hours of receipt	100%	<ul style="list-style-type: none">99% and ASA was down or off-line and prevented a responseNational average is 91%																														
3.	At least 65% of unjustified absences will be resolved in 22 Days	65%	<p>In 2017, an administration process was implemented that monitored cases to include:</p> <ol style="list-style-type: none">Informing AA case been open for 10 daysList of cases opened 22 days (and beyond) for the AA providing a summary (this summary appears in the ASA case notes). <p>The tools provide valuable assistance by being a reminder as well as refocussing AA to cases that are older (especially when new cases are continuously being opened that can distract the outcome).</p> <p><u>ACES Attendance Service has exceeding met the KPI (70% cases closed) and National average is 50%.</u></p> <p>The % has increased from 2016 and was 66%.</p> <p>FINDINGS:</p> <ul style="list-style-type: none">Pasifika (combined) remain the highest ethnic group referred (48.3% a slight increase from 2016 which was 47.8%) and the main Islands are Samoa and TongaMaori cases referred remained the same %Other ethnic groups have had no major changes or shiftsStudents aged 14 and 15 yrs. old remain the highest referral age group <p>NB:</p> <p>"Changing the Tide" strategy is beginning to provide evidence of the work taking place and includes referrals for ages of Yr. 5 – Yr. 12 which have increased by 15%.</p> <ul style="list-style-type: none">86% closures had direct "face to face" intervention. <p>This % is an estimation as some closures happen through a phone call (school rings to close case as child has returned to school).</p> <ul style="list-style-type: none">3% closures had reached school leaving age12% closures ended as NEN generated and this percentage is part of the repeat referrals. <p>This % has decreased from 2016 and was 16%.</p> <ul style="list-style-type: none">54% referrals were females and using Education Counts this % is not unexpected and has slightly increased in 2017.The highest referrals come from Decile 1-4 Schools and this is 83%1 Decile 7 school has high referrals but this is the enrolling school for Alternative Education																														
Is anyone better off?																																	
1.	The proportion of repeat referrals (two or more referrals per case) have reduced	<table><tr><th>2017 Repeat Referrals</th><th colspan="2">Number of cases</th><th colspan="2">Number of Students</th></tr><tr><td>One Referral</td><td>1201</td><td>69.4%</td><td>1201</td><td>83.5%</td></tr><tr><td>Two Referrals</td><td>378</td><td>21.8%</td><td>189</td><td>13.1%</td></tr><tr><td>Three Referrals</td><td>126</td><td>7.3%</td><td>42</td><td>2.9%</td></tr><tr><td>Four Referrals</td><td>16</td><td>.9%</td><td>4</td><td>.3%</td></tr><tr><td>Five Referrals</td><td>10</td><td>.6%</td><td>2</td><td>.1%</td></tr></table>		2017 Repeat Referrals	Number of cases		Number of Students		One Referral	1201	69.4%	1201	83.5%	Two Referrals	378	21.8%	189	13.1%	Three Referrals	126	7.3%	42	2.9%	Four Referrals	16	.9%	4	.3%	Five Referrals	10	.6%	2	.1%
2017 Repeat Referrals	Number of cases		Number of Students																														
One Referral	1201	69.4%	1201	83.5%																													
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Five Referrals	10	.6%	2	.1%																													

	Six Referrals	0		0	
	Seven Referrals	0		0	
	Total	1731	100%	1438	100%

Repeat referrals have declined in 2017 and One Referral number increased (compared to 2016 %). The finding cannot confirm cases are being managed correctly (or, incorrectly) however, provides a point of reference for 2018 annual report to re-consider findings.

An analysis was done for:

- 16 Repeat Referrals (4 students)
- 10 Repeat Referrals (2 students)

Findings to Repeat Closures:

- Transience (e.g. UA, moved and closed, NE, re-enrolled, UA moved and NE again) and homelessness
- Health and Wellbeing (the parent or, the student) and Agencies are attached
- Unable to locate the parent (goes missing for days), whānau members or caregivers to address concerns (5x UA). Strengthening Families referral made and care + protection notification.
- 1 UA and 4x NE and outline was in the 2017 Mid-Term Report for active complex case

Repeat Referrals 2016

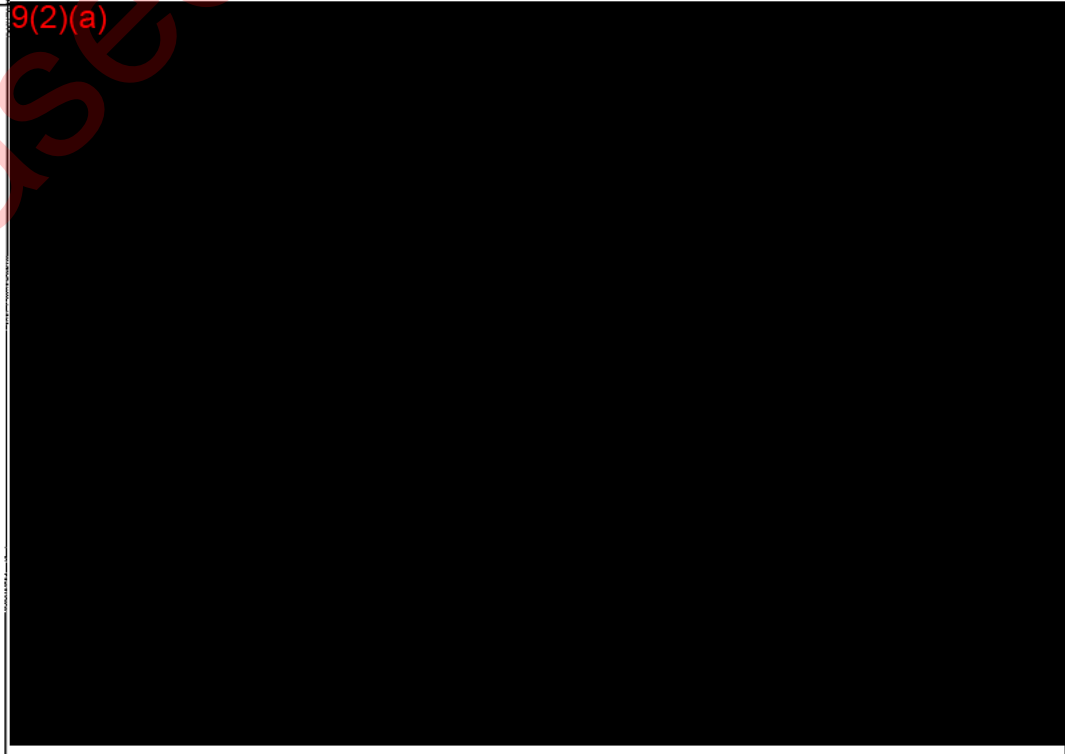
Repeat Referrals	Number of cases		Number of Students	
One Referral	1041	60.4%	1041	77.3%
Two Referrals	488	28.3%	244	18.1%
Three Referrals	147	8.5%	49	3.6%
Four Referrals	48	2.8%	12	0.9%
Five Referrals	0		0	
Six Referrals	0		0	
Seven Referrals	0		0	
Total	1724	100%	1346	100%

Provide Summary Report

A Narrative

1. Describe some highlights from the period.	<ul style="list-style-type: none"> • Persistency with a case engaging a young person with anxiety issues. Whānau appreciated the consistent follow-up and in their words stated, "other professionals had given up and abandoned them". • Visiting Great Barrier Island to meet the three schools' principals and joining them with local and Auckland Agencies meeting. • Promoting Truancy Free areas, walking through business areas and talking to local retailers. • Schools who are willing to "step outside the norm" to enrol a student without proof of identify, supply a uniform that ensures the child returns to education as soon as possible. • Forward thinking from Management Team and AA's following through with planning for future developments • Assisting ACES AE in their major events in School calendar (e.g. then, to send the student's story of achievements to their previous school) • Working closely with AE Team to ensure enrolment of the young person is successful. • Having a working relationship with Agencies outside our area and supporting whānau with an enrolment with schools in Area 3. • Noting the engagement of a school who previously had not accessed ACES Attendance Service e.g. responding to a number of NE with a school and now the school is making UA referrals (NE numbers have reduced). • Cases closing when Agencies (with Services) are working together (transparent) with information and having a common goal to support the student's return to education.
2. Describe barriers that have been encountered.	<ul style="list-style-type: none"> • Schools' roadblocks when there is a need to access information and not fully appreciating the status of an AA as well as the need to gather important information that may help resolving the case. • The delay in cases when professionals take extended leave or, staffing throughput. • Not being able to close a case when students' whereabouts is unknown. • Having a case and Professionals have closed (due to lack of engagement) and yet, remains open with the Attendance Service who still must manage their return to

	<p>education.</p> <ul style="list-style-type: none"> • Lack of appropriate Services and support for students who are under 13 years who are sexually active or wanting to join local gang. • Agency's professional not appreciating (or recognising the skill level) of AAs and that their knowledge can support the discussion taking place for the student. • Schools not referring students to Learning Support and AA now has a case of a youth who is disengaged and illiterate. • Government Agencies co-ordinating a case and AA role is minimal "<i>being part of the information loop</i>" and reality the role is keeping ASA notes up-to-date. • When a student's attendance is not improving, the parent, whānau members or caregiver are not responding to intervention then, with changes within Agencies (through to the review of the Section 19) possible layers of urgency have become blurred with the existing Attendance Model. • Complexities needing expertise and Services not equipped (or having funding restrictions) to handle increased volumes. Main concerns are: <ul style="list-style-type: none"> - Drug and alcohol abuse - Budgeting - Youth activities after school hours that is gang and/or crime or drug related - Mental Health <i>and student choosing not to engage with support agencies</i> - Gaming addictions - Transience and Homelessness • Impact of Government Agencies unable to intervene and barriers include: <ul style="list-style-type: none"> - Agency staff throughput - Government Policy (e.g. student has to be enrolled to receive funds and a School not convinced with the plan) and unwilling to commit until funding is in the School accounts - Run-aways and Police unable to respond until whānau / families make a notification • School's Enrolment Policies: <ul style="list-style-type: none"> - Whānau / families being evicted and now homeless, in some form of emergency accommodation and cannot enrol children in school (a school's policy of needing a permanent address). - Schools unwilling to enrol students who have Youth Justice attached
3. Describe enablers that have been encountered.	<ul style="list-style-type: none"> • Attendance Advisors Professional Development and included: <ul style="list-style-type: none"> - MoE Regional Overview (updating changes to educational requirements through to staffing working with specific portfolios) - External Supervision - AA attending the Wellington Hui - AA teaching (2 days a week) for 1 term to maintain Teacher's registration - Team Building Activities - Special Groups or Services' Presentations for the Team and discussing how best ACES or, the Service can best support themselves - End of Year Workshop working through what has worked well and where development has to happen. <p>From the workshop setting in place actions for 2018.</p> • Successful Professional Meetings. Meeting where professionals have been able to confirm key responsibilities and identify their limitations and able to fulfil the task(s) set to support the child return to education. • Strengthening Families Referrals • Principals' Cluster Meetings and Principals' requesting having training from the Service for School Support Staff (people who look after student management systems and ENROL). • ACES database enables team to look at data more in depth and can be localised to specific area, a School or a Community of Learning.

<p>4. What issues and trends have arisen over the reporting period?</p>	<ul style="list-style-type: none"> • School's Zoning (school's actual student roll numbers) have increased to a point this is impacting on some areas and is limiting the options for the AA. • Students with high needs not being accepted despite educational services and funding following the student. • Student's previous reputation (Yr. 8 school) impacting on local zone school enrolment and becoming a Non-Enrolled. • Lack of training for School Administrators (bad habits through to limited understanding) of ENROL or, workings of their Student Management System. • Students living in multiple addresses and / or split homes. In some cases, students are missing (no one knows where they are) and this is not being reported to the Police • Increased transience (landlords selling houses and cannot find a house or, afford the rent) and then, moving into another family's home to share accommodation and being able to stay in their local area. • Increased gaming addiction and lack of support services.
<p>5. What changes to personnel and/or subcontractors engaged in the delivery of the Service have occurred?</p>	<ul style="list-style-type: none"> • Sub Contract is Waiheke High School for the three Schools on Waiheke Island
<p>6. Please attach a copy of the minutes of all Advisory Group meetings held in the last 6 months.</p>	<p>The Auckland City Youth Offending Team was the Advisory Group and last meeting was held in October 2017, with changes to Agencies as well as people the purpose of this group has lost its focus. The Group no longer fulfils the role for an Advisory Group.</p> <p>ACES Attendance Service has built solid relationships with Schools (this includes receiving positive feedback for AA) through to responding to complaints promptly and members of the team are participating in Principals' Clusters meetings (or other meetings involving schools) so connections and regular communication happens between Auckland City Schools with the Service.</p> <p>The strategic plan for 2018 will include connecting to the 15 Kāhui Ako / Communities of Learning and setting in place the conversation on how the role of the Attendance Service can strengthen their Challenge Intentions. Considering this planning as well as changes to Government Agencies 2018 action will decided what the Advisor Group can look like and implementing a Group who can meet this requirement.</p> <p>In the meantime, ACES Attendance Service is confident (due to the strength of this service) they are meeting this requirement through variety of actions already in place.</p>
<p>7 Please provide two short case studies (not used in a previous report, with no identifiable details):</p> <p>a. A success story, including background/context, what did you do, what was the outcome</p>	<p>9(2)(a)</p> 

9(2)(a)

- b. An active complex case, including background/context, what you have done, difficulties encountered

Signed:

Date:

28 February 2018

Name:

9(2)(a)

Position:

ACES, Manager

Attendance = Learning = Opportunities. We are all Responsible.

APPENDIX 13– Half-yearly and annual contract review template

CAPS Hauraki Inc – Half-Yearly and Annual Contract Reviews			
Reporting measure description	Objective	Report actual	
		Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
How many? 1a. Number of schools in the Attendance Service catchment region 1b. Proportion of schools in the Attendance Service catchment region who are registered ASA users (KPI 4)	NA At least 65%	98% of schools in our catchment area are registered ASA users.	Percentages were incorrectly calculated on half year data, our percentage of registered ASA uses is 81% There are 6 schools that are not registered. 9(2)(g)(i) [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
How well? 1. Every non-enrolled case that has been open longer than six months has a plan in place to re-engage the student back into a school or legal learning environment (KPI 1)	100%	1 case opened longer than 6 months 9(2)(g)(i) [REDACTED] [REDACTED] [REDACTED] [REDACTED]	4 cases open longer than 6 months. 9(2)(g)(i) [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

Reporting measure description	Objective	Report actual	
		Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
2. Unjustified absence referrals are responded to within within 1 school day (8 ASA hours) of receipt (KPI 2)	At least 90%	We are currently at 100%	We are currently at 97%
3. Unjustified absences that are resolved within 22 school days (KPI 3)	65%	We are currently at 57%. We have been closing cases as quickly as we can, however we continue to receive late referrals from schools which mean they are often complex and take longer than the suggested 22 days to resolve.	We are currently at 43%. Cases continue to be complex. Scheduling meetings with families , outside agencies and schools often takes more time than the KPI allows

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
1. Describe some highlights from the period.	
<ul style="list-style-type: none"> Working collaboratively with a Youth Worker and school to successfully re integrate a student who was a regular truant back attending school regularly. Working collaboratively with local Police to locate hard to find students and work together to support them to return to school. Supporting one parent with her application for Home Schooling and being able to link her with local support groups. 	<ul style="list-style-type: none"> Able to link a grieving parent with a social worker to help with housing, clothing, food and school enrolment Working closely with the Dean's in one school to address truancy issues and support students Invited by Hauraki Kahui Ako to participate in community meetings Linking students who are close to 16 to VETEL to continue their education Linking a runaway back with her parent and back into school Linking with another Attendance Service Provider re a family that both providers were working with but the children were spread over our 2 areas ensured that all the children were been followed up on.
2. Describe barriers that have been encountered.	
<p>*Lack of alternative pathways for students, especially between 15 and 16.</p> <p>*Schools not having student contact details up to date</p> <p>*Schools not processing enrolments promptly or correctly resulting in students still appearing to be a NEN when they have been attending for some time.</p>	<p>*Barriers remain the same.</p> <p>Also;</p> <p>*At the end of the year schools are reluctant to enroll students until the following year so a large number of Non Enrolled students remain on our caseload even though they fully intend to enroll and attend school in the new year.</p>

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
<p>* Schools not enrolling students until they have produced their birth certificate even though this info is already in ENROL.</p> <p>* Schools not having anywhere private that we can speak with students.</p>	<p>* Families becoming untraceable, MSD and or immigration checks say the student is living at an address that they aren't or haven't been at for over a year. These cases appear to be on the increase.</p>
3. Describe enablers that have been encountered.	
<p>*As COL are becoming established schools are starting to talk to us about how we can best support all the schools within the COL so all schools are using a consistent approach regarding attendance issues.</p>	<p>Change in procedures at one school now allows us to work closely with Deans. This has improved communication between the school, attendance service and parents and in turn is improving long term outcomes for students.</p>
4. What issues and trends have arisen over the reporting period?	
<ul style="list-style-type: none"> Issues & Trends <p>*Parents changing their mobile phone number frequently and not letting the school know.</p> <p>*Parents not having any credit on their mobile phones to contact the school when their child is sick.</p>	<ul style="list-style-type: none"> School's not following correct procedures when enrolling a student resulting in the student appearing as a NEN on ENROL when they have in fact been attending the school for several weeks School's keeping students on the roll even though they know for sure that they have moved resulting in a delay in the Attendance Service knowing they are no longer enrolled. Families / students disappearing with no trace from MSD or Immigration and no other contact details Delays in services such as ICAMHS assessing students

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
<p>* Lack of housing has seen an increase in families becoming transient and students either changing schools frequently or not being enrolled because parents don't know how long they are going to be in a particular place.</p> <p>*School's referring too late. i.e. referring as an UA then taking the student off the roll a week later.</p>	<ul style="list-style-type: none"> School anxiety and school refusal are becoming more prevalent Increasing number of students gaming and being too tired to attend school or not attending at all
5. Describe proactive initiatives that you have undertaken.	
<p>*Children's Day – School Attendance Information stand at local children's day</p> <p>*Ongoing use of the Attendance banners in schools to highlight the impact of non-attendance and of arriving late.</p>	<p>*Meeting with Youth Aide officer to discuss truancy and look at strategies to engage youth and encourage them to remain at school</p> <p>* Asked to present Attendance Awards at an assembly highlighting good attendance</p>
6. What changes to personnel and/or subcontractors engaged in the delivery of the Service have occurred?	
N/A	9(2)(a) –Service Manager has left CAPS
<p>7. Please attach two short case studies (not used in a previous report, with no identifiable details):</p> <p>a. a success story, including background/context, what did you do, what was the outcome</p> <p>b. an active complex case, including background/context, what you have done, difficulties encountered.</p>	

Is anyone better off? Provider Summary Report - Narrative Report				
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4			
8. Any other key points from the reporting period? (optional)				
Schools are beginning to look closely at their attendance policies and be more proactive about attendance in general. Some schools are letting the students know their attendance rates and giving students a target to maintain. This is resulting in students being more aware of how their attendance can impact on their achievement.	We have had an increase in non-enrolled cases. Students are becoming harder to find and families are becoming increasingly transient because of the lack of housing.			
9. 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?
Rock On	Waihi Whitianga	Police CYF Schools District Nurse SWIS Local providers	2x a term Once a month	Yes Yes
Youth at Risk Strengthening Families	Whangamata Thames/ Coromandel	As above	Monthly When required	Yes Yes

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

Before the end of week 3 of school term 3

Signed:

Date:

Name:

Position:

Annual contract review report due date

Before the end of February

Signed:

Date:

Name:

Position:

9(2)(a)

Released under the Act

9(2)(a)

Released under the Act

Released under the Act

Released under the Act



Central King Country REAP

Te Manu Korero O Nga Matauranga

TAUMARUNUI ATTENDANCE SERVICE – ANNUAL REVIEW 01 January 2017 – 31 December 2017

Reporting measure description	Objective	Report actual	
		Half-yearly review Start of school term 1 to last day of term 2	Annual review Start of school term 1 to the last day of school term 4
How many?			
1a. Number of schools in the Attendance Service catchment region	NA	15	15
1b. Proportion of schools in the Attendance Service catchment region who are registered ASA users (KPI 4)	At least 65%	14/15 = 93%	100%

Reporting Measure Description	Objective	Half-yearly review Start of school term 1 to last day of term 2	Annual review Start of school term 1 to the last day of school term 4
How well?			
1. Every non-enrolled case that has been open longer than 6 months has a plan in place to re-engage the student back into a school or legal learning environment (KPI 1).	100%	100%	100%
2. Unjustified absence referrals are responded to within 1 school day (8 ASA hours) of receipt (KPI 2)	At least 90%	44% *Please see note below	73%
3. Unjustified absences that are resolved within 22 school days (KPI 3)	65%	24% * Please see note below	39%



2.* Note – We could not understand this statistic when we read it. Our referrals are always actioned within an hour of receipt and allocated to an Attendance Officer. We now realise that we have not followed correct process and immediately progressed the case to “Open”. This has been an oversight on behalf of our team which we attribute to lack of training and procedural knowledge. We are more confident with ASA now and hopefully have rectified this issue which has skewed the statistics. We have also expressed an interest with MOE for ASA training which is specific to our roles and which will help us do our job well and meet the requirements of the contract.

3. * Note – Once again we acknowledge the lack of process. We have allowed ourselves to bow to pressure from schools to keep cases at ‘monitoring’ rather than closing. As we all know, there is no simple solution to the more complex referrals and we acknowledge that schools want the very best for their students. Some also take comfort in having another set of eyes (Attendance Advisors’) upon some of the more involved cases. We have had a discussion with our Relationship Manager who has offered sound advice about closing cases when strong wrap-arounds are in place for the student. We have also addressed the Principals’ Association so they understand our contractual obligations. We will certainly be more mindful of the intricacies of KPI 3.



Is anyone better off? Provider Summary Report – Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual Review Start of school term 1 to last day of school term 4
<p>1. Describe some highlights from the period.</p> <ul style="list-style-type: none"> We have been able to further strengthen our relationship with schools and support agencies The Inter-Agency collaboration (SSAT) is strong and viable We have had the opportunity to meet some awesome rangatahi and their whanau We have been made to feel very welcome as the Contract Holders for the Taumarunui Attendance Service We have received some valuable and heartening feedback from schools about the effectiveness of the service under REAP. Support received from various personnel within MOE 	<ul style="list-style-type: none"> Continuing all our good work of the first half of the year and re-inforcing the comments we made in our half year review. Growing our strong relationships with schools and stakeholders. The first T9 referral has been lodged which shows that out local Police are taking school attendance seriously and working closely with the Attendance Service to improve outcomes for children and young people. The strength and assurance of the Supporting School Attendance Team with a strong commitment to continuing this collaboration in 2018.
<p>2. Describe barriers that have been encountered.</p> <ul style="list-style-type: none"> Lack of knowledge of some school administrative staff re attendance procedures Lack of strong processes re attendance at some schools We have been finding our feet with this contract We did not receive adequate ASA training and have made a lot of errors in working it out for ourselves KPI3 of the contract can be very difficult to manage as some of the attendance concerns for some students do not come with a 'quick fix' and take much longer than the 22 days 	<ul style="list-style-type: none"> If the Work Co-ordinator is away (for a day or a few days) when a new referral is received through ASA, the case is not actioned and progressed to "Open" within 8 ASA hours. Schools still remain unsure about the process of referring through ASA KPI 3 is impossible to manage



<ul style="list-style-type: none">Some of the social problems whanau encounter impact hugely on school attendance and also do not come with a 'quick fix'	<ul style="list-style-type: none">Some administrative processes in place at some schools make whanau dealings with the schools very difficult. Very often schools seem inflexible and unwilling to meet whanau half-way. Unfortunately this results in whanau losing all faith in the school and "the system".School administrative staff do not like cases to be closed on ASA and would prefer student stays active in ASA although wrap-around support has been put in place.
3. Describe enablers that have been encountered	
<ul style="list-style-type: none">Some practitioners do not have a strong respect for school attendance (eg: scheduling meetings with rangatahi during school hours instead of after-hours/ tolerating unjustified absences to attend fun outings etc)Mothers who make excuses for their children's bad behaviour <div>9(2)(a)</div>	<ul style="list-style-type: none">Parents who enable children to stay home for long and unjustified periods.Some children 'call the punches' in their whanau. It's as if parents have forgotten how to be fair and consistent parents.Professionals who plan Family or Student Hui during school hours.
4. What issues and trends have arisen over the reporting period?	
<ul style="list-style-type: none">Whanau embarrassed/hesitant to share issues with support agenciesWhanau "locking down" and not engaging with support agenciesWhanau denying problems and not being open to solutionsWhanau having few or no expectations of their children (no hopes/dreams/aspirations)School was not a good place for whanau and so they are not interested for their childrenStudent not engaging with teachersCohorts of young people leading each other astray	<ul style="list-style-type: none">Access to affordable school uniform and footwear keeps on presenting issues.Parents continue to keep children home from school because they do not have adequate school lunch items (eg: they may have some potatoes and spinach to fry up for lunch but this does not transport well to school)Parents who have a number of medical appointments at Waikato Hospital and no after school care. Because of the time required to go to these appointments, all the family



Central King Country REAP

Te Manu Korero O Nga Matauranga

<ul style="list-style-type: none">Financial struggles of whanau – no kai suitable for school lunches, no money for bus tickets, no money for correct school uniformBullying at school9(2)(a)	<p>attends travels to Hamilton and the kids miss out on school.</p> <ul style="list-style-type: none">Schools seem really reluctant to close a u/a and generate a non-enrolment, even when we know where the student is and the fact that they will not be returning to the referring school. Cynically, we believe the schools are keeping the student on their role to get the funding.Some young people who are close to turning 16 years are just not engaging in school as their legal leaving age draws closer. They, and their whanau, often believe they can 'ride' out the remaining months before the 16th birthday and not attend school. Because of the student's age, this makes it very difficult for the Attendance Service to make any positive steps forward.
<p>5. Describe proactive initiatives that you have undertaken.</p> <ul style="list-style-type: none">Offering a personalised, non-judgemental and friendly service to students and their whanauCKC REAP now sponsors an additional seven hours per week for the Attendance Contract (contract hours are now 37 per week)CKC REAP now sponsors an Attendance Service Welfare Fund to assist with items such as uniform, kai or anything, within reason, that a young person needs to successfully attend and engage at schoolAdvocacy for rangatahi and whanau at meetingsKeeping open and consistent communication with student and their whanau (text, phone calls, home visits, letters)Meeting casually with students over kai or a hot drink and discussing an action planReminding whanau via WINZ of their Social Obligation to enrolment and attendance at school for any dependent children	<ul style="list-style-type: none">We have sourced a limited number of local school uniform supplies by asking friends and trawling through the Op-Shops. We now have a wardrobe in the Attendance Office that items are displayed within.We have launched our own Attendance Service Marketing Campaign by engaging a local photographer and taking some eye-catching photos with local students and identities. These are now proudly displayed on posters and Panui around town.We have been attending local community events with the new Taumarunui Attendance Service flag and some of the 'message' wristbands, publications and information.CKC REAP continues to fund an additional seven hours per week for the Attendance Advisors to thoroughly continue their work.



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<ul style="list-style-type: none">• Developing an individual case management plan with each student• Referring some cases to Oranga Tamariki for Truancy FGC• Referring whanau to Strengthening Families• Asking for assistance from Taumarunui Police where necessary• Patrols of local areas with Police• Referring students to AOD counselling or generic counselling• Transporting and accompanying students to school• Calling upon our Kaumatua to support whanau and the Attendance Service	<ul style="list-style-type: none">• CKC REAP continues to provide access to a Welfare Fund to assist whanau in emergency situations with items that are necessary for the children to attend school (eg: kai, uniforms etc).• We have contacted all the large local employers and shearing contractors to remind them that young people under sixteen may not be employed during school hours and school terms.
6. What changes to personnel and/or subcontractors engaged in the delivery of the service have occurred?	
<ul style="list-style-type: none">• CKC REAP is the new Contract Holder for the Taumarunui Attendance Service as of 2017. The Contract has previously been held by the Social sector Trials.• In May 2017, we recruited two part-time Attendance Advisors.	<ul style="list-style-type: none">• No changes in the past six months.
7. Please attach two case studies (not used in a previous report, with no identifiable details): a. a success story, including background/context, what did you do, what was the outcome b. an active complex case, including background/context, what you have done, difficulties encountered.	
<p>DECEMBER 2017</p> <p>9(2)(a)</p> <div></div>	



9(2)(a)

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

Early intervention is the best. It is difficult to track down a student once they are Non-Enrolled. We have asked our schools to make a referral to the Attendance Service after Day Three of an unjustified absence/concerning absence.

This Contract is new to CKC REAP and we are really proud of the support we have been offering to students and their whanau. We acknowledge it has been a steep learning curve and we still have plenty to learn. We also acknowledge some of the statistical anomalies are simply because we did not record information correctly within ASA. We are now feeling more confident with the use of the application and hope we will progress and action cases in a more timely manner.

Thank you for having the faith in CKC REAP to allow us to be Contract Holders for the Taumarunui Attendance Service. We are doing a good job and upholding the mana of the students and whanau we work with. We look forward to continuing our work and supporting education in Taumarunui throughout 2018.

9. Please list the local agency 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?
<u>Supporting School Attendance Team</u>	Taumarunui	Police Youth Aid Kaumatua Oranga Tamariki Rep MOE Relationship Manager CKC REAP Reps x 4 SWIS Hinengakau Maatua Whangai Rep CKCPA Rep Taumarunui High School Reps x 3	Twice per term	Yes via an Agenda and Report
<u>Nga Kaumatua Te Mauri Atawhai</u>	Ruapehu	Various	Last Tuesday of every month	Yes. The Attendance Advisor or a REAP representative provide an update
<u>Central King Country Principals' Association</u>	Taumarunui	All local school principals and representatives of three Early Childhood Centres (except secondary school principal).	Week Three and Week Seven of each term	Yes

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 identified parties.



Central King Country REAP
Te Manu Korero O Nga Matauranga

Please attach a cost breakdown for the attendance service for the school year with our 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 costs of FTEs.

Half-yearly contract review report due date

Before the end of week 3 of school term 3

Signed:	9(2)(a)
Date:	7 August 2017
Name:	9(2)(a)
Position:	Manager CKC REAP

Annual contract review report due date

Before the end of February

Signed:	9(2)(a)
Date:	19 February 2018
Name:	9(2)(a)
Position:	Manager CKC REAP

9(2)(b)(ii)

Released under the Act

Datacom Services Limited (Service Area 7, 8 & 10) – Annual Contract Review

Reporting period: Start of school term 1 to the last day of school term 4

Reporting measure description	Objective	Report actual					
		Half-yearly review Start of school term 1 to last day of school term 2			Annual review Start of school term 1 to last day of school term 4		
How many? a. Number of schools in the Attendance Service catchment region	NA	SA7	SA8	SA10	SA7	SA8	SA10
		66	78	21	66	78	21
b. Proportion of schools in the Attendance Service catchment region who are registered ASA users (KPI 4)	At least 65%	SA7	SA8	SA10	SA7	SA8	SA10
		80%	74%	86%	82%	74%	86%
How well? 1. Every non-enrolled case that has been open longer than six months has a plan in place to re-engage the student back into a school or legal learning environment (KPI 1)	100%	No. of NE cases that have been open longer than 6 months			No. of NE cases that have been open longer than 6 months		
		SA7	SA8	SA10	SA7	SA8	SA10
		5	18	3	3	27	4
					*Please see Appendix 1 for case action plans		
2. Unjustified absence referrals are responded to within 1 school day (8 ASA hours) of receipt (KPI 2)	At least 90%	SA7	SA8	SA10	SA7	SA8	SA10
		100%	100%	100%	100%	100%	100%

Reporting measure description	Objective	Report actual														
		Half-yearly review Start of school term 1 to last day of school term 2		Annual review Start of school term 1 to last day of school term 4												
3. Unjustified absences that are resolved within 22 school days (KPI 3)	65%	<table><tr><th>SA7</th><th>SA8</th><th>SA10</th></tr><tr><td>72%</td><td>49%</td><td>90%</td></tr></table>		SA7	SA8	SA10	72%	49%	90%	<table><tr><th>SA7</th><th>SA8</th><th>SA10</th></tr><tr><td>66%</td><td>38%</td><td>78%</td></tr></table>	SA7	SA8	SA10	66%	38%	78%
		SA7	SA8	SA10												
72%	49%	90%														
SA7	SA8	SA10														
66%	38%	78%														
		<p><i>*Please see Appendix 2 for further information</i></p> <p>Cases are held open longer than 22 school days when it is felt that active monitoring is beneficial to the long term goals of the case, when other stakeholders have impacted upon the ability to close the case within KPI or to ensure sustained attendance (reduce chance of repeat referral).</p>														

Is anyone better off? Subcontractor Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
1. Describe some highlights from the period.	
<p>a. Interagency intervention from the local Truancy Forums in Tauranga led to improved and sustained attendance 9(2)(a)</p> <p>b. Otumoetai Attendance Advisor (AA) had success in engaging a large transient family from Rotorua 9(2)(a) where there had been delays to enrolment</p> <p>c. New AA for Tauranga, 9(2)(a), is showing great initiative and making a difference</p> <p>d. 9(2)(a), new AA in Papamoa is working with the Papamoa College Mentor has made a significant impact in building relationships of trust with students</p> <p>e. Mt College AA managed to resolve a long-term case 9(2)(a) by placing student with a Marae Based Program. Also assisted the College with placing a Y12 student with a BOP Polytechnic course</p> <p>f. Mt College AA worked proactively with the school and a Y12 student with poor attendance due to material hardship and contributing family dynamics. The school provided uniform items and ticket to school ball and the AA assisted the student with clothing to wear to the ball</p> <p>g. Te Puke High School AA managed to enroll siblings who have been out of school for more than 3 terms and had moved into the area from Rotorua 9(2)(a)</p> <p>h. The Rotorua team have worked very hard this term with the Children's team to help three families get permanent</p>	<p>Points a, c, i and l remain the same from the previous report.</p> <p>New points</p> <ol style="list-style-type: none"> All advisors in Tauranga are working proactively with the schools they are based at. Continuing to work closely with DPs, Deans and support staff to address attendance issues early. 9(2)(a), 9(2)(g)(i)

accommodation. This has resulted in six students returning to school

- i. Rotorua Boys High School 'Aki Aki Kai' programme has run for 8 weeks and engaged 10 students. Students across all year levels, who had poor attendance in term one were selected for the programme. 'Aki Aki Kai' is an incentive programme where a facilitator builds a good rapport with young people through a series of outdoor activities and highlights the benefits of staying at school. The group takes part in five outdoor activities over the school term with one session per fortnight. Rotorua Boys is working with Te Waiariki Purea Trust outdoor educators to run the programme
- j. The Taupo AA has now established communication lines between herself and Te Korowai. This has taken a year of persistent effort to achieve this engagement
- k. Positive feedback on the effectiveness and quality of the Taupo AAs work from school admin and senior staff, whanau and agencies
- l. Taupo team is seeing more referrals from active schools and new engagement from schools that are provisioned for ASA but have not yet made a referral
- m. Taupo has maintained positive closure rates despite receiving a higher number of referrals at the end of last year and the beginning of this year
- n. Taupo AA was invited to speak at a parents' evening at Marotiri School, directed at Maori whanau and targeting attendance

groups and other social services. Being available, accessible and approachable with contact details – phone, email and time for kano ki te kano hui.

5. A positive article in the Eastern Bay Life on Friday 27 October featured the role of Whakatane AA. As a result of this positive promotion, The Clothing Project – a Plunket group contacted AA to offer support. The Clothing Project provides free clothing to families in need.
6. Whakatane AA supported two community initiatives: The Whakatane Light Party and Project F.L.Y
7. 9(2)(a)
8. Regular visits to our contributing schools in Rotorua continues each term. This provides a platform to promote the Attendance service and build strong relationships with key stakeholders.
9. Rotorua Lakes HS continues to run attendance rewards at Principal assemblies.
10. Taupo AA continues to meet with RockOn Chairperson/ Police Youth Aid, weekly to collaborate on certain cases, share information and put plans in place for learners who have been referred to ASA and RockOn.
11. Turangi AA has had success with Oranga Tamariki completing assigned actions after a frustrating period of no-shows and slow or no responses.
12. Taupo AA has also established good lines of communication with Oranga Tamariki and Youth Justice, allowing AA to gather information more efficiently.
13. 9(2)(a)

	<p>14. Taupo AA has met with three schools that had been provisioned for ASA but had never used the service. The AA has assisted these three schools on how to use ASA to enable them to use the service.</p> <p>15. Positive responses from school admin, school senior staff, whanau and agencies continue to be received in Taupo.</p> <p>16. 9(2)(a) and Turangi AA have been making regular weekly visits to homes of students to re-engage these students. It has allowed us to get other agencies involved and working within homes.</p>
<p>2. Describe barriers that have been encountered.</p>	
<p>a. Significant delays in communication from Oranga Tamariki when we contact them regarding students in their care in SA 7, 8 and 10.</p> <p>b. There are delays to s19 Truancy Protocol FGC (examples 9(2)(a))</p> <p>c. There is a lack of engagement from Oranga Tamariki regarding care and protection concerns (example 9(2)(a)). It is unclear how severe a case needs to be for engagement</p> <p>d. Unsupported students with high and complex needs and care and protection concerns. Example 9(2)(a) is experiencing delays with support despite interagency involvement from Oranga Tamariki, Special Education, Police, CAMHs. Each agency puts pressure on Oranga Tamariki to respond, however they have advised they do not consider this a task for Oranga Tamariki</p> <p>e. Concerns with why it takes so long to re-engage learners in Oranga Tamariki care back into education. Education does not appear to be a priority and intervention is often ineffective if sustainable changes (e.g. back to school) are not included in the action plan</p> <p>f. Lack of local AE provider in the Katikati community</p> <p>g. Significant delays with referrals to Mental Health Services and Pediatric Appointments (example 9(2)(a))</p>	<p>Points a, b, c, d, e, f, g, h, j, k, l, m and r remain the same from the previous report.</p> <p>New points</p> <p>1. The lack of funding remains a significant concern. There is a risk of losing personnel as the paid hours that are able to be allocated to some areas is insufficient. The service in the Katikati area is a concern for this reason. Papamoa College has contributed some costs towards wages for their advisor in an attempt to increase the work hours. Many of our advisors work beyond their allocated paid hours. This is not an expectation, but the advisors recognize that communicating with and supporting students and their families will inevitably occur outside standard work hours due to parent's commitment or transience. We don't wish to take advantage of the teams good will and would prefer to recognize their contribution with appropriate remuneration.</p> <p>2. 9(2)(a), 9(2)(g)(i)</p> <p></p> <p></p> <p></p> <p></p>

- h. Delays and difficulty in getting diagnosis for suspected mental health and anxious students (example 9(2)(a))
- i. In some instances, Mental Health Services say student doesn't qualify for mental health support. They advise the issue is 'behavioral', yet the behavior is often complex and support is difficult to resource
- j. Occasional delays with Home Schooling Applications in SA 7. The Education website states that Homeschooling applications take four to six weeks to be processed. This is a long time even without further delays
- k. Parent condoned truancy
- l. Lack of an appropriate mechanism to deal with student refusers
We continue to gain limited traction with a few long term school refusers and there is a reluctance for MoE to prosecute. The Attendance Service is undermined by the lack of appropriate enforcement or penalty. The current repercussions, penalties and process for nonattendance seem ineffective.
It seems there is a need to re-visit what is happening/not happening with prosecutions/ consequences. It needs to be adhered to or taken out of the process. Perhaps consideration could be given to authorise Attendance Advisors to issue immediate fines. This may go some way to address this issue?
- m. Enrolment delays due to school administrative requirements not being met by whanau, eg. no birth certificate, no proof of address, homelessness in SA 7 (example 9(2)(a))
- n. Areas in Whakatane with unreliable phone reception result in AA needing to cold call to catch families at home, which can be difficult
- o. In Turangi there has been a strained relationship as to how far and at what stage the Youth Aid Officer wants to become involved to assist with attendance. This is a work in progress

9(2)(a), 9(2)(g)(i)

- 3. ASA continues to be problematic for advisors and schools. Several schools have expressed frustration at not being able to log-on resulting in referrals not being recorded formally through the system. Advisors are frustrated with how time consuming the process can be due to the systems lack of flexibility.
- 4. Parents not making and/ or keeping the appointment set for their child.
- 5. Large caseloads for Oranga Tamariki means long waits for Section 19 (example 9(2)(a)) and significant delays in getting information. (Example: took at least 3 weeks to get a reply from Coordinator for 9(2)(a)).
- 6. There can be 3 to 4 week delays waiting for records from previous schools.
- 7. There has been delays with the home school application process and psychosocial enrolments through Special Ed. at MoE.
- 8. Family transience and homelessness make appropriate education options problematic.
- 9. Experiences with Oranga Tamariki and the Childrens teams have been frustrating in Whakatane. For example, a family of 4 students willing to engage with their service have continued to remain at home for the last two years. Oranga Tamariki determined that the problem was an education one, not a care and protection one.
- 10. Kingslea students on release are still appearing with no education plan or very little support from Oranga Tamariki.
- 11. Enrolment Committees in some schools in Rotorua can lead to delays.
- 12. Long delays experienced with students enrolling with Te Kura from application processing through to the time it takes for the student to be loaded onto ENROL.
- 13. Some Advisors have experienced difficulties with enrolling NEN students at Rotorua high Schools. The schools in some cases have refused to enroll the

<p>p. Tatou Pounamu (RockOn) in Turangi has come to a halt. The AA is meeting with Youth Aid to see where to from here</p> <p>q. Although the Taupo AA has established communication lines with Te Korowai, local iwi provider, we learnt that Te Korowai have been taking learners out of school to do mentoring and community service work. In some cases, they have not been sticking to their part of the plan and interfering with the education plan put in place at FGCs. The AA spoke to the CYFs case worker about what was happening. The case worker has spoken to 9(2)(a) from Te Korowai, asking him to stick to the plan</p> <p>r. In Taupo, there has been a lack of communication and follow through from MoE in regards to a Te Kura application 9(2)(a)</p> <p>s. Communication and information sharing is not consistent and open across agencies</p> <p>t. Sub-contractor resigning and requesting a shorter period of notice. Attempting to shorten this period without effecting the flow of service</p> <p>u. The Service is hindered by the lack of/up to date information provided by schools on UA and NEN referrals. Often schools have not updated contact numbers, addresses and emergency contacts for these students in their school systems. Time can be wasted tracking these students down</p>	<p>students, others create delays with the enrolment process 9(2)(a) has helped with managing outcomes for these students.</p> <p>14. After all avenues in the community had been exhausted, Youth Aid rep and Taupo AA met with MoE relationship manager to hand over a student file for prosecution. We are waiting on MoE in regards to the prosecution proceedings that need to be completed. We are concerned that the student may turn 16yrs of age before action is taken.</p> <p>15. At times there appears to be very little contact from MoE Relationship Manager's for some cases that have been handed over for action by MoE. These include prosecution and completion of application forms (TCS). There have been instances where the lack of response has then impacted on AAs work.</p>
<p>3. Describe enablers that have been encountered.</p>	
<p>a. Excellent engagement from Youth Coaches Service in supporting ELX students in SA 7</p> <p>b. Fostering ongoing relationships with key personnel in the schools, Deans DP's, admin, councilors, guidance etc. in SA 7</p> <p>c. RockOn in Tauranga South and now Katikati</p>	<p>Points a, b, c, e, f, g, i, k, l and t remain the same from the previous report.</p> <p>New points</p> <p>1. Positive relationships are being made with staff at contributing primary and intermediate schools in Tauranga.</p>

- | | |
|--|---|
| <ul style="list-style-type: none"> d. Taupo RockOn meetings which have now been combined with the Attendance meetings e. Taupo AA meets weekly with 9(2)(a) RockOn Chairperson, Youth Aid and Taupo Neighborhood Police to collaborate on certain cases, share information and put plans in place for learners who have been referred to ASA and RockOn f. Interagency Truancy Forums continue to be an effective way for community groups to contribute toward whanau of common concern; OSAG in Otumoetai, TAG in Tauranga, NBSI in Katikati, Te Puke Truancy Action Group, Taupo Youth Network meetings which are held monthly g. Regular monthly ecase Team Meetings with Team Leader in SA 7 h. The Coastal Action Network in Mt Maunganui has led to police intervention (example 9(2)(a)) that has seen improvements in attendance i. Te Puke High School Advisor receiving support from the Maori Mentor at school and collectively working effectively with the same families of interest j. Whakatane AA changed the frequency of Engaging Youth meetings he attended to enable more time to be spent with students and families k. The current strong working relationship the Rotorua team have with Rotorua Youth Services continue to strengthen our work and provide a collaborative approach to working with families l. Meetings are held regularly with Taupo schools that have high referral numbers, or have long term cases m. Taupo AA was invited to attend a Youth Justice Stakeholders meeting. At the meeting, she asked for support around education for all youth offenders, asking the judge to address future education plans, not just offending. The AA has also been invited twice to attend Rangitahi court to meet Judge Willis and support | <ul style="list-style-type: none"> 2. Youth Coaches Services- Referring students to youth services in Tauranga to offer further support with an approved ELX results in better transitional outcomes and sustained engagement. 3. Interagency Truancy Forums, Rock On continue to be an effective way for community groups to contribute to solutions for students of common concern. 4. Establishing and maintaining positive working relationships with community service providers, iwi and other NGO's in Tauranga to support our students when transition is appropriate. 5. Collaborating with other agencies such as Police, MoE, schools, WACT. 6. Strong, professional relationships with staff at the school the advisors are based at in Tauranga and Rotorua. 7. Oranga Tamariki Rotorua have a new FGC Coordinator. She has made a significant difference in working with the AAs on students and whanau of concern. 8. Implementation in Rotorua of s19 initiative involving the Attendance Service, MoE and Oranga Tamariki coordinator. This new initiative meets fortnightly to discuss and prioritize s19 referrals made in the region. 9. Fordlands Community Centre have implemented a hub to support a small group of students on the Te Kura roll. This was created in response to barriers experienced in trying to enroll some of these students at local schools. The Relationship Manager was influential in assisting with the Te Kura enrolments. Youth Development provides a weekly fitness session, Public Health nurse meets regularly with students to discuss their health needs and Te Kura have provided resources and laptops. 10. Maui Potiki is a new MoE driven, Iwi provider initiative that supports Intermediate age students who are disengaged from mainstream and are supported by Te Kura. This age group had been a concern since there were no programmes that catered for their needs. 11. Taupo AA is receiving a number of invites to attend whanau hui from Strengthening Families this term. AAs attendance allows a plan to be created and put in place around education for the learner and their whanau. |
|--|---|

<p>an education plan for the learner; unfortunately, neither proceeded as the families did not appear</p> <p>n. Taupo AA expressed concerns with why it takes so long to re-engage learners back into education who are in Oranga Tamariki care and has now established good lines of communication with Oranga Tamariki and Youth Justice, allowing AA to gather information more efficiently</p> <p>o. The ecase Enrolment Barrier Assistance fund has been utilized by the Taupo AA for student's uniforms and has made significant difference between not attending and attending</p> <p>p. Taupo AA has been invited to a number of FGCs, reporting on learners' education and plans that have been implemented to assist the learner to increase school attendance</p> <p>q. Taupo AA spent time teaching a new staff member at Waipahihi School how to make referrals via ASA</p> <p>r. The new Principal at St Patrick's Catholic School (Taupo) has requested assistance with addressing attendance. The AA has set her up on ASA and shown her the steps to create a referral and how the process works. The school made their first referral in the last week of term</p> <p>s. Ecase will be utilising the Team Leader to cover referrals received in Whakatane in the interim of the new AA starting to ensure continuity of the service</p> <p>t. There has been a positive effect from the great support provided to AAs in SA 7, 8 and 10 by the MoE Relationship Manager covering those areas</p>	<p>12. Following a communication breakdown, Taupo AA was invited to meet with Te Korowai to talk about her role and promote the use of ecase. This has led to combined meetings with whanau and school to put plans in place around education.</p> <p>13. Police and AA in Turangi have had a hui regarding T9 and how it will work in their area.</p> <p>14. Police Youth Aid and Front Line officers will now pick up learners that are not engaging in school and they will be returned to their parents or caregivers with the expectation of engaging with the schools and AA.</p> <p>15. Turangi Youth Officer and AA have found that since walking through and around the town centre, there has been a reduction in learners' non-attendance to school.</p> <p>16. Tatau Paunamu (Turangi RockOn equivalent) held a meeting to discuss the continuation of Tatau Pounamu. We are pleased that Tatou Pounamu will start meeting again in Turangi at the beginning of 2018.</p> <p>17. Taupo AA attended a hui with Oranga Tamariki, Te Korowai, Tuwharetoa Health, ANIMATA café and REAL, to discuss educational plans for a whanau that is at risk in the community.</p> <p>18. AAs have regular phone contact with ecase head office Work Coordinator and Team Leader.</p> <p>19. Turangi AA has had various AAs ringing from around New Zealand looking for learners and together they have had success in locating both learners and caregivers.</p>
<p>4. What issues and trends have arisen over the reporting period?</p>	
<p>a. Concerns over possible undiagnosed mental health</p> <p>b. Increase in children presenting with depression and anxiety that don't meet CAMHS or Health School criteria</p>	<p>Points a, b, c, d, e, f, g, h, l, m and o remain the same from the previous report.</p> <p>New points</p>

- c. Continued growth in mental health and anxiety students preventing regular attendance or enrolment. (example 9(2)(a))
- d. Many of the long-term cases open past 6 months have parents with relaxed attitudes toward their obligation to have the student enrolled
- e. Increase in referrals to and from Northern Health School with reliance on Special Ed Psych Assessments for Psych-Social referrals to Te Kura 9(2)(a))
- f. Continued growth in 'student refuser' numbers and lack of appropriate response (example 9(2)(a))
- g. NEN referrals from Youth Justice Residence moving into our service area without Education or Transition Plans from Oranga Tamariki and the facility (example 9(2)(a))
- h. Transitioning students from AE back into mainstream has had its challenges at Papamoa College. Many struggle with sustainable attendance and engagement
- i. New referrals with transgender challenges preventing regular attendance at some schools
- j. An increase in the number of homeless families that are referred to the attendance service
- k. An increase of young people who are presenting with chronic alcohol and drug dependencies and children predisposed to effects of AOD
- l. Whakatane schools creating UA cases before they have completed the initial steps
- m. Schools requesting AA home visit without a referral in ASA
 - Taupo AA has reached a compromise with schools who want her to make home visits without them making a referral through the system. She will make one visit only, if that does not address the schools concerns, then they must refer through ASA

1. There are a number of students whose attendance is negatively impacted due to computer and online gaming.
2. There is a concern around the link between anxiety and non-attendance and the lack of support for these students.
Anxiety is still on the rise, as reported in local media.
http://www.nzherald.co.nz/health/news/article.cfm?c_id=204&objectid=11937524
3. Advisors have reported finding an increase in whanau referrals where homes are overcrowded and the impoverished conditions families (& pets) are living in are quite desperate.
4. The growth in transient students and the difficulties in trying to locate these students and their whanau resulting in these cases remaining open past the recommended KPI.
5. There is a lack of a service that provides daily transport for some students in areas of Tauranga. Some referrals only attend when our AAs transport them. This is not sustainable but certainly an immediate and simple solution to address the needs for this group of students.
6. The population growth in the Tauranga area and the significant increase in student numbers is concerning. We have seen an increase in proactive work performed by our advisors in an effort to address this growth, while still managing their caseloads. Based on the present funding allocation this makes meaningful and sustainable outcomes difficult.
7. Still a continued growth in student refusers and a lack of appropriate responses despite intervention from school, community agencies, Oranga Tamariki etc.
9(2)(a))
8. Some whanau who were affected by the Edgecumbe floods in April had to leave their homes and have not been able to return yet. This has made tracking some students down incredibly difficult due to transience.
9. The number of referrals from the two high schools in Whakatane continue to be significantly high. We have discussed this concern with the schools and there has been a greater awareness around process and a small improvement.
10. In Rotorua there is an increase in intermediate school aged school refusers.

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5. Describe proactive initiatives that you have undertaken.

- a. Tauranga AAs met with their schools early Term one to follow up on students transitioning from Primary to Intermediate and Intermediate to College
- b. Katikati AA has set up school wide data tracking with Katikati College and has implemented a prize draw to improve quality of data entry by teachers
- c. Katikati AA coordinates the interagency truancy forum meetings
- d. AAs regular attendance and engagement at the Truancy Forum Meetings: TAG, OSAG, CAN, NBSI & RockOn
- e. Regular engagement with the Primary Schools in SA 7 to increase the profile of the service and offer support
- f. Te Puke High School Advisor increasing profile and community engagement with Te Puke Foodbank and Financial Services to support whanau where poverty is an issue
- g. Promotion through brochures and posters continue
- h. Whakatane AA engaged with Bay of Plenty Sexual Assault Support Services (BOPSAS) to see whether their services could be utilised at meetings
- i. The Aki Aki Kai programme at RNHS working with their most disengaged students
- j. Taupo AA undertaking weekly community and rural home visits with 9(2)(a) from RockOn
- k. Taupo AA and 9(2)(a) have held a two day blitz on lateness; schools have provided lists of students who are constantly late
- l. On-going promotion of ecase and the importance of school attendance at school and community meetings in Taupo
- m. Looking for new spots to place the ecase attendance flag. It is currently residing at Taupo nui-a-tia college

Actions a, b, c, d, e, f, i j, k, l, n and o from the previous report have been repeated in terms 3 and 4.

New points

1. Continued presence and support at Oranga Tamariki FGCs and interagency forum meetings in Tauranga.
2. Regular contact with contributing Primary and Intermediate schools in Tauranga has helped to increase the public presence of the service.
3. Establish and maintain positive working relationships with community service providers to support our students when transition is appropriate in Tauranga.
4. The Aki Aki kai programme at RBHS is having a positive effect on the attendance of this selected group.
5. Whakatane AA undertakes proactive huis and networks with agencies in Youth Guarantee Sector, NGO and Government which includes:
 - Youth Guarantee Sector
 - WACT (Wera) Youth team Leader – assisting with whanau/student to connect and support for ELX to attend youth programmes that benefit the student educational goal.
 - Students transitioned to Toi Ohomai and Employment Plus.
 - Toi Ohomai - Literacy and Numeracy NCEA Level 1 Services.
 - Salvation Army Employment Plus -Numeracy and Literacy Level 1/2 Programme.
 - NGO
 - Tuhoe Hauora –helping with attendance support and follow up with a whanau; supporting students and whanau with holistic approaches and communicating the plan with attendance included.
 - Maana – Attendance Advisor – Offering Attendance Peer Support. Providing dual support, with AA supporting students and whanau living in Whakatane, and enrolled in Kawerau. Manna providing support for students and whanau living in Kawerau, and enrolled in Whakatane.

- n. Taupo AA has been monitoring Tauhara Shops in the morning. This has led to a decrease in students using the shop during school hours
- o. Turangi AA and the Youth Aid Officer who is based in Taupo have been discussing how they can work towards reducing truancy and have been out doing home visits, which are proving to be beneficial
- p. ecase has been talking to KidsCan and Eat My Lunch to find a way to support students who require material hardship assistance when our current 'Enrollment Barrier Assistance' fund has been exhausted

- o Ngati Awa Services - Whanau Support with a student/whanau.
- Government
 - o Oranga Tamariki, Childrens Team Supervisor, offering guidance and support with a whanau/student identified with attendance concerns and plan support collaboratively. AA completes home visits with whanau who are referred through the Children's Team. There are currently 6 children on the books
 - o MOE –Senior Advisor, offering introduction and guidance for AA.
 - o MOE –Relationship Manager, working with a whanau and guidance for attendance.
 - o NZ Police Youth Aid Officers – Regular ongoing weekly hui sharing information around supporting students that are transient with home visits and communicating with whanau, schools and other agencies.
- 6. Eastbay REAP – Te Apiti Hou (New Horizon) Alternative Education Coordinator working alongside and networking with whanau that are connected and known within our Alternative Education world and risk attendance concerns.
- 7. Whakatane AA has provided imbedded literacy support to students through practical application of outdoor education including Fishing, kayaking and hiking. AA is a positive role model for our students.
- 8. Whakatane AA hands out Business cards with contact information and talking with whanau/student to be available if needed.
- 9. There is a plan for Turangi and Taupo AAs to work with Police and local shops to promote truancy free zones in 2018.
AA has promoted the idea of community involvement by getting representatives at the Youth Network meeting to question students that they come across during school hours, checking that they are where they are meant to be.
- 10. Meetings are held regularly with schools that have high referral numbers, or have long term referrals still open.
- 11. The ecase banner has been displayed at Taupo Primary School and Tauhara College.

12. Taupo AA attended community events such as White Ribbon, Taupo Family Day and Wairakai Primary Schools mini parents' conference. The ecase banner was set up and brochures and promotional bracelets given out.
13. The mini parent's conference was a great opportunity to give parents/ caregivers a chance to ask questions and share thoughts.
14. Taupo AA is now monitoring Cherry Island, a popular swimming spot, as the weather is warming up.
15. Taupo AA attended a workshop on 'working together' which was held by Oranga Tamariki and Child Matters.
16. Taupo AA completed an 8 week Te Reo course at REAP.
17. Further to point p. from the first half of the year, we have not yet made traction with KidsCan as MoE have not decided what information we can share with KidsCan to identify schools and communities that do not already have access to KidsCan.

6. What changes to personnel engaged in the delivery of the Service have occurred?

- a. 9(2)(a) (GM) has accepted a new role within Datacom. This means that after four years' association with the Ministry, she has left the Attendance Service account. I am pleased to advise that one of our Wellington based General Managers 9(2)(a) will take over management of the Datacom ecase team.
 - b. After over 20 years of service, our subcontracted Attendance provider, 9(2)(a) (operating under Family Focus Ltd), resigned. 9(2)(a) last day of work as Attendance Advisor/Kaiāwhina was Friday 30th June. The new Attendance provider for the Whakatane community will be Eastbay REAP. We are expecting the new Attendance Advisor/Kaiāwhina to begin early term three. In the interim, Team Leader 9(2)(a) will work on any unjustified
1. AA 9(2)(a) finished with Papamoa College in September and was replaced by 9(2)(a) was our Attendance Advisor based at Tauranga Girls College more than 3 years ago. Prior to this she had been a teacher at Tauranga Girls College and a Dean for many years. She continues to be a valued addition to the team and has made a significant contribution to the work since she has started.
 2. 9(2)(a) started with Eastbay REAP on the 31st of July. 9(2)(a) met with 9(2)(a), Team Leader Attendance Services, Datacom on the 1st of August 2017 9(2)(a) has been mentoring and inducting 9(2)(a) with the Datacom systems, Attendance Advisor role and connecting him with stakeholders. The transition has been smooth and allowed him time to gain traction and learn on the go within the Eastern Bay of Plenty.

c. 9(2)(a) replaced [REDACTED] as Attendance Advisor based in Tauranga in Term Two

d. 9(2)(a) replaced 9(2)(a) as Attendance Advisor in Papamoa at the start of 2017

- ## Success Stories

[illegible]

9(2)(a)

9(2)(a)

9(2)(a)

<p>9(2)(a)</p>	
<p>8. Any other key points from the reporting period? (optional)</p>	
<p>a. On July 6 and 7 we pulled together our team of ecase Attendance Advisors from across New Zealand, stretching from Katikati down to Gore, for a two-day hui. We had speakers from Oranga Tamariki, Kāhui Ako, NZ Police (Safety during house visits), Health Promotion Agency (Tough Times material, made by students, for students) with the highlight being Nathan Wallis speaking about the adolescent brain and how to have conversations with teenagers. The two days provided an opportunity for the team to meet kanohi ki te kanohi, loads of PD, share success stories and connect with others who often work in silos due to geography. It was definitely a successful two days!</p> <p>b. The Tauranga team is interested in looking at increasing the profile of AAs at Primary Schools to work with parents and students in developing healthy attitudes towards education and attendance</p> <p>c. The ELX process should be reviewed. It is currently not as easy to understand as the education website suggests</p> <p>d. Taupo AA attended the national REAP Hauhake Maori caucus hui-a-tau which provided her with an opportunity to build connections with other Maori staff through the REAPANZ network</p> <p>e. Taupo AA is attending Te Reo Maori classes at REAP</p> <p>f. Taupo AA attended a workshop on a resilience building game for young people who are facing tough times. This is a professional</p>	<p>1. Ecase Team Leader attended the Ministry of Education and Oranga Tamariki hui to assist updating the s19 Truancy Protocol. The draft is currently under review. There was recognition that this process is less effective for long term, disengaged non-enrolled students. MoE is looking at addressing appropriate measures for this group in the New Year.</p> <p>2. 9(2)(a)</p> <p>3. Whakatane AA attended the Vulnerable Children's Seminar – "Child Matters" which gave him a better understanding around care and protection of young children, youth and their whanau.</p> <p>4. Positive feedback received in the Whakatane region</p> <ul style="list-style-type: none"> 9(2)(a) – DP Whakatane High <p>9(2)(a) has been contactable and approachable with aiding in referrals and helping connect the student/whanau and us (School) to hui and create plans forward in a short space of time, and mindful of the back log of cases 9(2)(a) needed to work before he found his feet in role. He is doing awesome."</p>

<p>tool that will be helpful in supporting some of the young people with issues that prevent them from attending school</p> <p>g. Taupo AA has completed Industrial Fire Training as part of the REAP Health and Safety upskilling programme</p> <p>h. We need to start thinking about contract renegotiation early next year to ensure new funding in budget. Remuneration for field staff (wage increases to meet cost of living and retain key staff and provide adequate hours), business inflation costs (overheads etc), and value for money need to be considered. What can we gather now to help with this process?</p> <p>i. Need for AAs to be involved in Kāhui Ako Communities of Learning. So far, there has been a lack of correspondence about how AAs can be involved. Can we get the list of established COLs, lead Principals and MoE lead advisors for our AAs to make contact?</p> <p>j. It has been noted that the AAs feel pressure to meet KPI 3 '65% of UA cases closed within 22 school days'. This is often an insufficient time frame to achieve to ensure sustained attendance.</p>	<ul style="list-style-type: none"> • 9(2)(a) [REDACTED] – DP Trident High <p>"He is available and we have achieved a lot in a short time. He makes referrals more actioned and communication is available and in a timeframe. He is doing great and look forward to more collaboration."</p>
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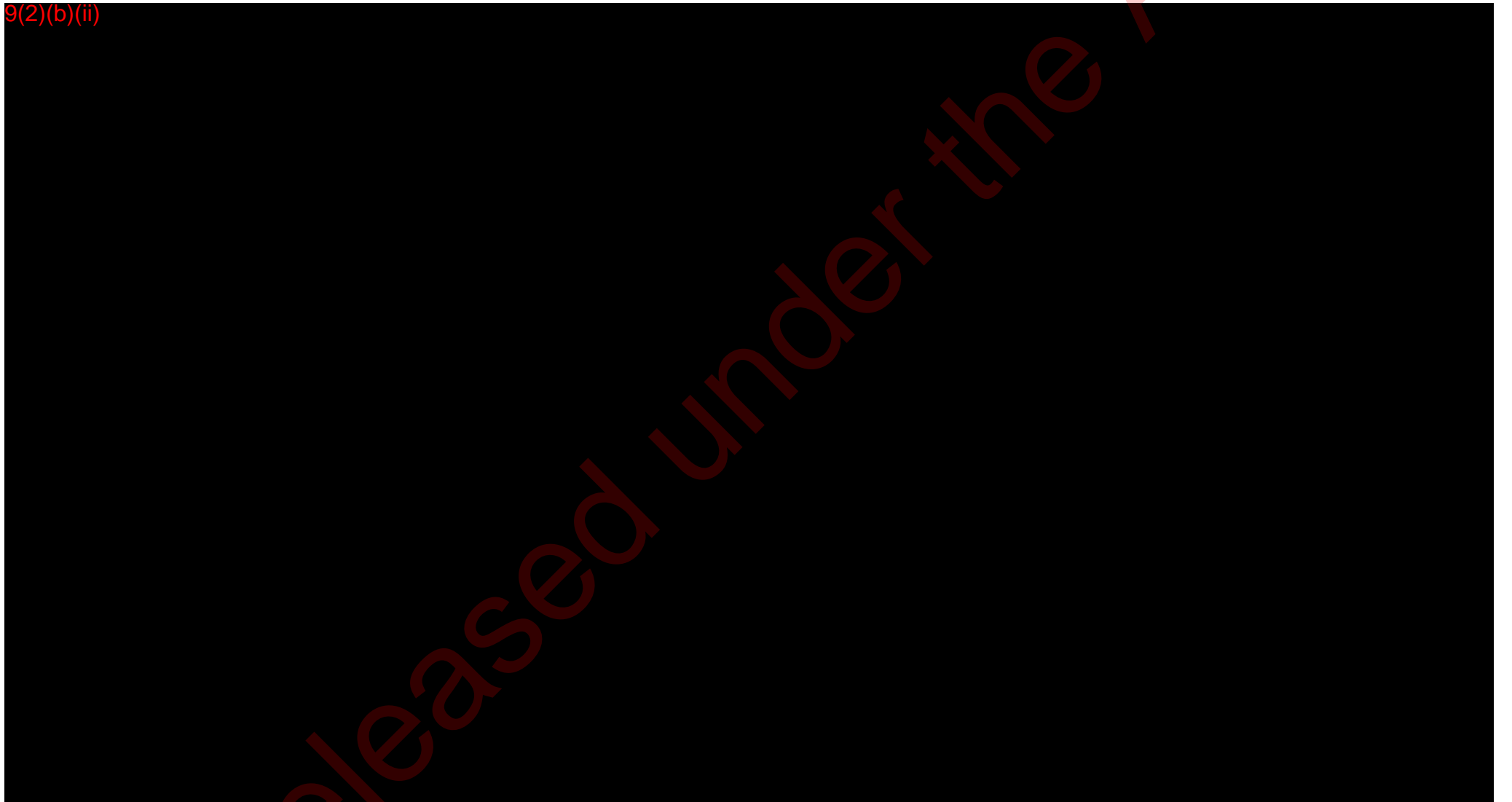
9. Please list the local interagency groups your Service is a member of using the following format

Name of interagency group	Region covered	Members	Frequency of meetings	Are attendance issues always discussed at this meeting?
Service Area 7: Community Action Network	Mt Maunganui - Papamoa	Attendance Advisor, Police, Adolescent Public Health Nurse, Oranga Tamariki, WINZ, local school Deputy Principals, RTLB, AE Providers	Twice a term	Yes
Service Area 7: Tauranga Action Group	Tauranga Central	Attendance Advisor, school attendance personnel, Police, Adolescent Public Health Nurse, Oranga Tamariki, local school Deputy Principals, AE Providers	Twice a term	Yes
Service Area 7: Otumoetai Student Action Group	Otumoetai	Attendance Advisor, school attendance personnel, guidance counsellor, Police, Adolescent Public Health Nurse, Oranga Tamariki, local school Deputy Principals, AE Providers, Iwi social services	Twice a term	Yes
Service Area 7: Northern Bay Student initiative	Katikati	Attendance Advisor, school attendance personnel, Police, Adolescent Public Health Nurse, Oranga Tamariki, local school Deputy Principals, Runanga	Twice a term	Yes
Service Area 7: Te Puke Action Group	Te Puke	Attendance Advisor, school attendance personnel,	Twice a term	Yes

		guidance counsellor, Police, Adolescent Public Health Nurse, Oranga Tamariki, local school Deputy Principals, AE Providers, Iwi social services		
Service Area 8: Engaging Youth Forum meetings	Rotorua	Attendance Advisor, Police, Oranga Tamariki, Mental Health, Children's Team, Attendance Advisors, School Stakeholders	Fortnightly	Attendance is the major item on the agenda
Service Area 8: Engaging Youth High School Truancy meeting	Whakatane	Local schools, WACT, PYJ, Oranga Tamariki, Voyagers, Local and Govt. Agencies	Fortnightly	Yes
Service Area 8: Child Action Meeting and Edgecumbe-Rangitaiki Action meeting.	Edgecumbe	Local schools, WACT, PYJ, Oranga Tamariki, Voyagers, Local & Govt. Agencies	Fortnightly	Yes
Service Area 8: Taneatua, Ruatoki, Waimana Truancy Meetings	Taneatua	Local schools, WACT, PYJ, Oranga Tamariki, Voyagers, Local & Govt. Agencies	Fortnightly	Yes
Service Area 10: Multi Agency meeting (Attendance Group and ROCKON Meetings now combined	Taupo	Attendance Advisor, Police, Health Nurse, Youth Services, Principals, Deputy Principals, in school attendance officers, YJ, MVCOT, Drug and Alcohol counselors	Monthly	Yes, Attendance is the major item on the agenda
Service Area 10: Tatou Pounamu Hui	Turangi	Attendance Officers, Attendance Advisors, Police and Principals	Monthly	Yes

Cost Breakdown

9(2)(b)(ii)



9(2)(b)(ii)

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.

Report due date
Before the end of February
(Reporting school terms 1 – 4)

Signed:

9(2)(a)

Date:

01/03/2018

Name:

9(2)(a)

Position:

General Manager

Datacom Services Limited (Service Area 12 & 13) – Annual Contract Review

Reporting period: Start of school term 1 to the last day of school term 4

Reporting measure description	Objective	Report actual																	
		Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4																
How many? a. Number of schools in the Attendance Service catchment region b. Proportion of schools in the Attendance Service catchment region who are registered ASA users (KPI 4)	NA At least 65%	<table><tr><th>SA12</th><th>SA13</th></tr><tr><td>52</td><td>81</td></tr></table> <table><tr><th>SA12</th><th>SA13</th></tr><tr><td>63%</td><td>80%</td></tr></table> <p>Two schools in SA 12 that were registered with ASA have been closed reducing this KPI under the target.</p>	SA12	SA13	52	81	SA12	SA13	63%	80%	<table><tr><th>SA12</th><th>SA13</th></tr><tr><td>52</td><td>81</td></tr></table> <table><tr><th>SA12</th><th>SA13</th></tr><tr><td>65%</td><td>88%</td></tr></table>	SA12	SA13	52	81	SA12	SA13	65%	88%
SA12	SA13																		
52	81																		
SA12	SA13																		
63%	80%																		
SA12	SA13																		
52	81																		
SA12	SA13																		
65%	88%																		
How well? 1. Every non-enrolled case that has been open longer than six months has a plan in place to re-engage the student back into a school or legal learning environment (KPI 1)	100%	<table><tr><th colspan="2">No. of NE cases that have been open longer than 6 months</th></tr><tr><th>SA12</th><th>SA13</th></tr><tr><td>7</td><td>2</td></tr></table>	No. of NE cases that have been open longer than 6 months		SA12	SA13	7	2	<table><tr><th colspan="2">No. of NE cases that have been open longer than 6 months</th></tr><tr><th>SA12</th><th>SA13</th></tr><tr><td>7</td><td>6</td></tr></table> <p><i>*Please see Appendix 1 for case action plans</i></p>	No. of NE cases that have been open longer than 6 months		SA12	SA13	7	6				
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SA12	SA13																		
7	2																		
No. of NE cases that have been open longer than 6 months																			
SA12	SA13																		
7	6																		

2.	Unjustified absence referrals are responded to within 1 school day (8 ASA hours) of receipt (KPI 2)	At least 90%	<table><tr><th>SA12</th><th>SA13</th></tr><tr><td>99%</td><td>99%</td></tr></table>	SA12	SA13	99%	99%	<table><tr><th>SA12</th><th>SA13</th></tr><tr><td>99%</td><td>100%</td></tr></table>	SA12	SA13	99%	100%
SA12	SA13											
99%	99%											
SA12	SA13											
99%	100%											
3.	Unjustified absences that are resolved within 22 school days (KPI 3)	65%	<table><tr><th>SA12</th><th>SA13</th></tr><tr><td>50%</td><td>80%</td></tr></table> <p><i>*Please see Appendix 2 for further information</i></p> <p>Cases are held open longer than 22 school days when it is felt that active monitoring is beneficial to the long term goals of the case, when other stakeholders have impacted upon the ability to close the case within KPI or to ensure sustained attendance (reduce chance of repeat referral).</p>	SA12	SA13	50%	80%	<table><tr><th>SA12</th><th>SA13</th></tr><tr><td>26%</td><td>44%</td></tr></table>	SA12	SA13	26%	44%
SA12	SA13											
50%	80%											
SA12	SA13											
26%	44%											

Is anyone better off? Subcontractor Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
1. Describe some highlights from the period.	
a. Students with attendance concerns in the Ruapehu region have been returned to school with good attendance rates. Schools were contacted and absentees were quickly addressed with follow up calls and visits	<p>Points b and d remain the same from the previous report.</p> <p>New points</p>

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| <ul style="list-style-type: none"> b. Regular visits and phone calls to the schools continue to ensure Attendance Service visibility and presence is maintained in the Ruapehu region. Feedback from community members, teachers and whanau has been positive and communication with these stakeholders important in keeping a hand on the pulse c. The Ruapehu AA has worked with Taoroa School this year and they have signed up to ASA d. AAs have noted that continued support from other agencies, fellow advisors and the ecase team in Wellington has been fantastic and greatly appreciated e. Positive verbal feedback received from schools for the service provided in Rangitikei and Manawatu . Thanks has also been received from grateful parents and caregivers in both Rangitikei and Manawatu via text, face to face and phone calls. f. The Marton AA attended a Path to Wellbeing Conference hosted by the Rangitikei District Council in Marton on 10 Feb. This brought various local people together with some great guest speakers g. Marton AA also attended 20th birthday lunch for the local Maori health provider, Te kotuku Hauora on 1 March and attended Whanganui DHB training on 'Young People and Pornography' on 6 March, a topical issue in relation to consent and focused on harm reduction h. AA Attended 'Safe Hands, Safe Plans' Suicide Prevention workshop at Shelton Pavilion in Marton, presented by Annette Beutrais on behalf of the Rural Health Alliance RHANZ. This was a follow-up to an evening session done last year, with additional opportunities to practice conversations i. The ecase National AA hui in Wellington provided an excellent opportunity to network j. The Palmerston North AA has a strong relationship with new Principal at Monrad Intermediate. He is open to ideas around engaging students | <ul style="list-style-type: none"> 1. The strong relationships held with Principals and school staff has helped re-engage learners back into school easier. 2. In Manawatu, a collective, collaborative approach to re-engaging learners at local professionals meetings is beneficial. Information sharing has helped with earlier case closure and longer periods of school attendance. 3. In Palmerton North a meeting was held late in Term 4 with various stakeholders and MoE regarding lack of options for disengaged Primary/Intermediate students. A working group has been set up to look into this issue, which the AA is part of. 4. Weekly meetings with local police in Manawatu are always supportive and beneficial. 5. The Feilding local council are becoming more involved with youth engagement in the town. Through meetings, an understanding of what is needed for some youth and ways to try and help and support are discussed. With the closure of the only youth course in Feilding, the council are open to discuss options to help support. 6. Palmerston North AA met Tracey Martin, the new Associate Minister of Education. She was interested in the service and held some strong views. She expressed interest in talking to people in areas where the service seems to be working well and we will look into inviting her to spend some time with our Attendance Advisors. 7. This year has been BAU giving the Ruapehu AA an opportunity to engage more with MoE, Te Oranga Tamariki Whanganui and local youth aid officers. 8. This quite time of year has allowed the Ruapehu AA to build relationships with new families in local communities and new representatives in schools and other agencies. 9. Following a new person being assigned to the Attendance role at Rangitikei College at the beginning of 2017, there has been a renewed focus on attendance. |
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<p>k. Rock On has been established in Whanganui. Although it is still in the early stages, it has already had a positive impact in addressing attendance</p>	
<p>2. Describe barriers that have been encountered.</p>	
<p>a. All schools in the Ruapehu area who are not currently provisioned to use ASA have been contacted via phone or email requesting a chance to meet and discuss the Attendance Service and ASA. A number of schools have indicated they are willing to discuss the option but are reluctant/hesitant to sign up. Many schools that struggle to justify the need to register with ASA because their roll is minimal (less than 15), they are isolated or attendance is not an issue. Most schools in this area are rural or in isolated areas where attendance is dealt with in house and communally. These schools are very family orientated. Te Kura Kaupapa Maori o Ngati Rangi School, Orautoha School and St Joseph's school will be the AAs focus for Term 3</p> <p>b. Travel distance and travel time to the schools, their remoteness/isolation, access due to road conditions and weather, especially snow, in the Ruapehu region</p> <p>c. Communication with caregivers has become an increasing barrier. Individuals are more reliant on mobile phones and closing landline options. This escalates to an increasing difficulty contacting caregivers via this medium for one reason or another. Either they have changed phones/numbers, have no credit or live in an isolated area with limited signal area</p> <p>d. The Police Youth Aid position has been disestablished in Marton, which is a concern. Whanganui Youth Aid is picking up the education work in Marton. This may have a detrimental effect on our region</p> <p>e. Homelessness in Palmerston North. Large numbers of families are being put up in Motels. Often transport is an issue for those that are enrolled.</p>	<p>Points b and e remain the same from the previous report.</p> <p>New points</p> <ol style="list-style-type: none"> 1. Time spent waiting on other agencies to fulfil their actions. When agencies move slowly with case work, the students are not aware that school is a priority. An example of this is with rising mental health concerns, students can wait months to be assessed by a psychologist and during this time the student becomes disengaged and more difficult to re-engage. 2. Closure of the only Youth Course in Feilding at the end of term 3 has impacted the six attendees who are now not engaged in any education. 3. There has been a number of Te Kura students being referred through ASA and non-enrolled. The distances families live from a state school is significant and reengaging into another learning facility can be difficult. 4. Transience is still a big issue. 5. There has been an increase in high need students who have moved into the Ruapehu region. There is a lack of funding allocated to schools in the Ruapehu region for these students who require learning support. 6. Whanganui schools rotating staff, new people in key positions with no Attendance knowledge or process handover. 7. Schools in Whanganui approaching the Attendance Service with concerns about students, whose attendance is under 50%, in Term 3 and who should have been referred earlier in the year.

<p>For NEN cases there is often a reluctance to enroll until a more permanent home is found</p> <p>f. In Whanganui there are limited options for students who have not engaged with mainstream school, AE or TCS</p> <p>g. In the Whanganui region some schools are not appropriately resourced to provide support for students with high needs</p>	<p>8. Schools who still lack an understanding of the service despite efforts to educate them on the role of the Attendance Advisors and the limitations of the service.</p>
<p>3. Describe enablers that have been encountered.</p>	
<p>a. The support of key agencies and the willingness to work together. This is due to good relationships and keeping communication channels open. These include MoE, ecase Datacom, fellow advisors, schools and their staff, local groups, communities and iwi</p> <p>b. Networking with other agencies has identified families all parties are working with and prevents duplication of resources and reduces frustration for some families</p> <p>c. Ruapehu catchment schools are initiating their first steps when attendance issues arise. School staff conduct home visits to maintain communication between the school and the families</p> <p>d. Multiple meetings with local families in Feilding to discuss schooling options for students and ways to further engage. A range of options are reviewed in order to keep learner in education</p> <p>e. Strengthening Families meetings. Example: 9(2)(a) [REDACTED]</p> <p>f. Agency Collaboration. Example: Long term NEN case of student diagnosed with ADHD, ODD, Conduct Disorder, Anxiety and Depression. Multiple agency involvement. MoE meeting attended which resulted in an application to enrol with Te kura, with HCN funding to help support</p>	<p>Points a, b and k remain the same from the previous report.</p> <p>New points</p> <ol style="list-style-type: none"> 1. In the Rangitikei region, the small town relationships with schools and agencies make all the difference to how we can care for students. This includes Council's Youth Coordinator and YouthZone initiative, HESS and Health Network, with He Mokopuna He Taonga and Children's Teams based in Wanganui, Te Kotuku the iwi health provider in Marton, Youth Aid based in Taihape and recently Strengthening Families in Feilding. 2. Local schools in the Manawatu are using their own initiatives to help with attendance. 3. New AA based in Levin (neighboring attendance provider) was known to Palmerston North AA prior to them starting that roll and that connection has meant they have a strong working relationship already. 4. Palmerston North AA participated in two informal meetings held in 2017 with Tararua and Wairarapa AA's. Both are very helpful with cases that move between the areas. They have expressed an interest in meeting up with other Datacom AA's. 5. Ruapehu AA has had more collaboration with MOE on student cases involving TCS.

<p>g. Rock On meetings in Feilding. Principals, CRHS, DHN, MoE, RTL, CYFs, Police, and AA in attendance</p> <p>h. Marton AA attended Health Network meeting on 20 Feb and HESS meeting on 27 Feb to discuss two challenging cases with local colleagues</p> <p>i. Palmerston North AA has built strong working relationship with AA's in the Tararua and Levin regions. They will make home visits and assist each other with cases when required</p> <p>j. Palmerston North AAs continued relationships with NGO's/Social Workers. People are using AA as the first port of call when issues arise with students. If AA cannot help directly he can point them in the right direction</p> <p>k. WAS (Wanganui Attendance Service) is continuing to collaborate with The Children's Team and He Mokopuna He Taonga. This is producing positive long term results for students and addressing core issues</p>	<p>6. Further to point k from first half of the year Whanganui AAs continue to strengthen their relationship with the Children's teams. This has helped with case closures for high need students.</p> <p>7. Key schools are running more effective and frequent INTAG meetings which are well attended in Whanganui.</p>
<p>8. What issues and trends have arisen over the reporting period?</p>	
<p>a. Some families in Ruapehu notify the school of a child's absence for one day, however keep them home for a longer period without informing the school. This issue is usually addressed with a simple phone call but can result in some time wasting for all concerned especially when contact numbers are inactive</p> <p>b. Increase in children presenting with depression and anxiety and possible undiagnosed mental health. We also note that students seem to be presenting these issues at an earlier age. Looking for an opportunity for PD around Mental Health for AAs. In some of these cases it appears that social media has contributed to the students wellbeing</p> <p>c. Many issues have arisen involving a Youth Gang in Palmerston North. Members have grown and these students have been causing problems around the CBD A number of these students are in Oranga Tamariki care and have been disengaged from education for a long time. Some of these students have</p>	<p>Point b remains the same from the previous report.</p> <p>New points</p> <ol style="list-style-type: none"> 1. 9(2)(g)(i) 2. Homelessness in Palmerston North continues to be an issue. 3. In Ruapehu, there has been an increase in students moving into the area with historical issues. Many of these students have been through the justice system and have been put into whanau care. Schools struggle to enroll them without funding support. Most of these students are not suitable for mainstream and there is not enough AE programme spaces available. 4. We continue to see attendance issues related to anxiety. 5. Students presenting with behavior and suspected drug and alcohol issues, normally associated with older age groups, are showing in younger students.

<p>been declined enrolment by any number of schools. Others have a place to go but choose not to. Inter-Agency collaboration is slowly chipping away at this group</p>	
<p>9. Describe proactive initiatives that you have undertaken.</p>	
<p>a. Promotion through brochures and posters continue. Re-print of brochures for Ruapehu in March</p> <p>b. ecase has been talking to KidsCan and Eat My Lunch to find a way to support students who require material hardship assistance when our current 'Enrollment Barrier Assistance' fund has been exhausted</p> <p>c. ecase flag continues to fly in the Ruapehu region</p> <p>d. Visits to schools and homes has strengthened our presence and maintained good rapport with the community</p> <p>e. The focus in January was to contact cases carried over from 2016 and confirm their intentions for the new year. Prior to school starting, a courtesy call was made to families in the Ruapehu region as a reminder of start dates and preparation with uniforms/stationary etc. Focus was on families with a history of attendance concerns. February saw the students return to school with good attendance. Any absentees were quickly addressed with follow up calls and visits</p> <p>f. Proactive work with students showing early signs of attendance issues has contributed to keeping referrals to a minimum. Schools are more regularly ringing Ruapehu AA to follow up on a student and/or the parent/caregiver as an easier alternative to submitting a referral on ASA. Students who are identified to require more work become NEN cases and usually involve complexities that require assistance outside of school</p> <p>g. Feilding AA continues to visit local schools to encourage the use of the service and to refer through ASA</p> <p>h. Ongoing discussions with agencies to decide on appropriate schooling for students who are currently engaged with the "It Takes a Village" initiative</p>	<p>New points</p> <ol style="list-style-type: none"> 1. Manawatu AAs act on initial phone calls from schools before/while ASA referrals are being completed. 2. Palmerston North AA continues to work alongside families/students who have not enrolled in Intermediate/Secondary schools for the New Year. We expect this to reduce the number of NENS that would be created in Term 1 2018. 3. The Palmerston North AA is recording all work done outside of ASA referrals, this includes contact with other agencies, advice given to parents and other organizations, early intervention visits to families. In Term 4 the AA undertook: <ol style="list-style-type: none"> 4. 79 proactive referrals 5. 62 from 16 schools (early intervention) 6. 67 home visits 7. The Ruapehu AA has have continued to work closely with 9(2)(a) (Principal Aid) to help address any attendance issues at Ruapehu College as the attendance officer position has not yet been allocated. 8. Ruapehu AA continues to deliver ecase pamphlets to schools and families in the region. Visits to schools and homes have strengthened community presence and rapport 9. Ruapehu AA has put focus into working with Te Kura Kaupapa Maori o Ngati Rangi to be provisioned to ASA. An application is in progress and we expect this school to have completed registration this year.

- i. Bikes and Scooters initiative is still helping children attend school with parents also benefiting through the initiative in Feilding. People from the community are still offering second hand bikes to fix and utilise. More scooters for children to use have been purchased
 - j. Rangitikei AA sent out an Introduction about the Attendance Service to all Principals with additional resources on 14 February. AA also met with the new Deputy Principal at Rangitikei College who has taken over the attendance responsibilities
 - k. Rangitikei AA has been supporting our new Youth Zone Coordinator, by supervising her each Friday afternoon between 3-5pm at the Youth Zone. AA attended the Southern Youth Advisory Group meeting on 15 Feb, which is the community group that has oversight of this initiative
 - l. 'No Truant Zone' postcard re-print in Rangitikei and will soon be delivered to Marton businesses again
 - m. AA promoted the Attendance Service (along with the Marton ICT Hub) at a stall at Marton's Harvest Fair, held on Sun 26 March 2017
 - n. Palmerston North AA is assisting the new Principal of Monrad Intermediate with creating a program for students struggling in mainstream classes. The AA and Police Youth Services have been contacting external groups looking for support for this initiative. Meeting held with PNCC who are very positive. This is an ongoing initiative and if successful, could be rolled out to other schools
 - o. AA worked with Rangitikei College to create a smooth transition for Year 9 students this year. Rangitikei College had contacted all feeder schools and held lists of students who were expected and those going outside the district. At about three days into the year, AA looked at every student record on KAMAR and made a list of those who were slow to start the year and referred those back to key staff for updates
 - p. WAS continues to operate a 'Truancy Free Zone' supporting Whanganui CBD and municipal venues (Libraries, Swimming Pools, Council etc.)
10. Further to point b. from the first half of the year, we have not yet made traction with KidsCan as MoE have not decided what information we can share with KidsCan to identify schools and communities that do not already have access to KidsCan.
 11. Whanganui AAs are assisting schools with transitioning students (year 8 to 9). Schools provide lists for AAs to monitor in Term 4 and follow up when necessary in Term 1. Planning to expand on year 6 to 7.
 12. Whanganui AAs continuing to deliver (and being asked for) "School Matters" brochures.
 13. Whanganui AA's are continuing to support Whanau who have concerns about their tamariki/mokopuna's attendance. Often these learners have not been referred to us by the school but the referrers concerns are justified. As a result the team has occasionally found children who have been removed from the legal guardian by whanau and runaways. Resolved with positive outcomes.

14. What changes to personnel engaged in the delivery of the Service have occurred?	
<p>a. 9(2)(a) has accepted a new role within Datacom. This means that after four years' association with the Ministry, she has left the Attendance Service account. I am pleased to advise that one of our Wellington based General Managers 9(2)(a) will take over management of the Datacom ecase team</p> <p>b. Ruapehu AA had been working closely with Ruapehu Attendance officer to address any referrals, attendance issues and contact with whanau. Unfortunately, their role has changed and a replacement to address in-school attendance issues has not been filled. The Principal Aid is currently filling the position until someone is appointed. The AA has continued to work closely to help address any attendance issues</p>	Point b remain the same from the previous report.
15. Please provide two short case studies (not used in a previous report, with no identifiable details):	
<p>a. a success story, including background/context, what did you do, what was the outcome</p> <p>b. an active complex case, including background/context, what you have done, difficulties encountered.</p>	
<p>Success Stories</p> <p>[Redacted text]</p>	<p>9(2)(a)</p> <p>[Redacted text]</p>

<p>[REDACTED]</p>	<p>9(2)(a) [REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>

9(2)(a)

<p>9(2)(a)</p>	
<p>16. Any other key points from the reporting period? (optional)</p>	
<p>a. On July 6 and 7 we pulled together our team of ecase Attendance Advisors from across New Zealand, stretching from Katikati down to Gore, for a two-day hui. We had speakers from Oranga Tamariki, Kāhui Ako, NZ Police (Safety during house visits), Health Promotion Agency (Tough Times material, made by students, for students) with the highlight being Nathan Wallis speaking about the adolescent brain and how to have conversations with teenagers. The two days provided an opportunity for the team to meet kanohi ki te kanohi, loads of PD, share success stories and connect with others who often work in silos due to geography. It was definitely a successful two days!</p> <p>b. We need to start thinking about contract renegotiation early next year to ensure new funding in budget. Remuneration for field staff (wage increases to meet cost of living and retain key staff and provide adequate hours), business inflation costs (overheads etc) and value for money need to be considered. What can we gather now to help with this process?</p> <p>c. Need for AAs to be involved in Kāhui Ako Communities of Learning. So far there lack of correspondence about how AAs can be involved. Can we get the list of established COLs, lead Principals and MoE lead advisors for our AAs to make contact?</p> <p>d. It has been noted that the AAs feel pressure to meet KPI 3 '65% of UA cases closed within 22 school days'. This is often an insufficient time frame to achieve to ensure sustained attendance</p> <p>e. Issues regarding absent learners are still dealt with daily without ASA referrals. Phone calls are acted upon. Look at process to adapt from other areas. E.g AA will make one visit only, if that does not address the schools concerns, then they must refer through ASA</p>	<p>Point b remains the same as the previous report.</p> <p>1. Ruapehu AA has found the Schoolleaver.nz website (South Auckland based but nationally relevant) a useful tool for high school students and their parents. It contains relevant information and acts as a directory site for students planning their pathway after high school.</p>

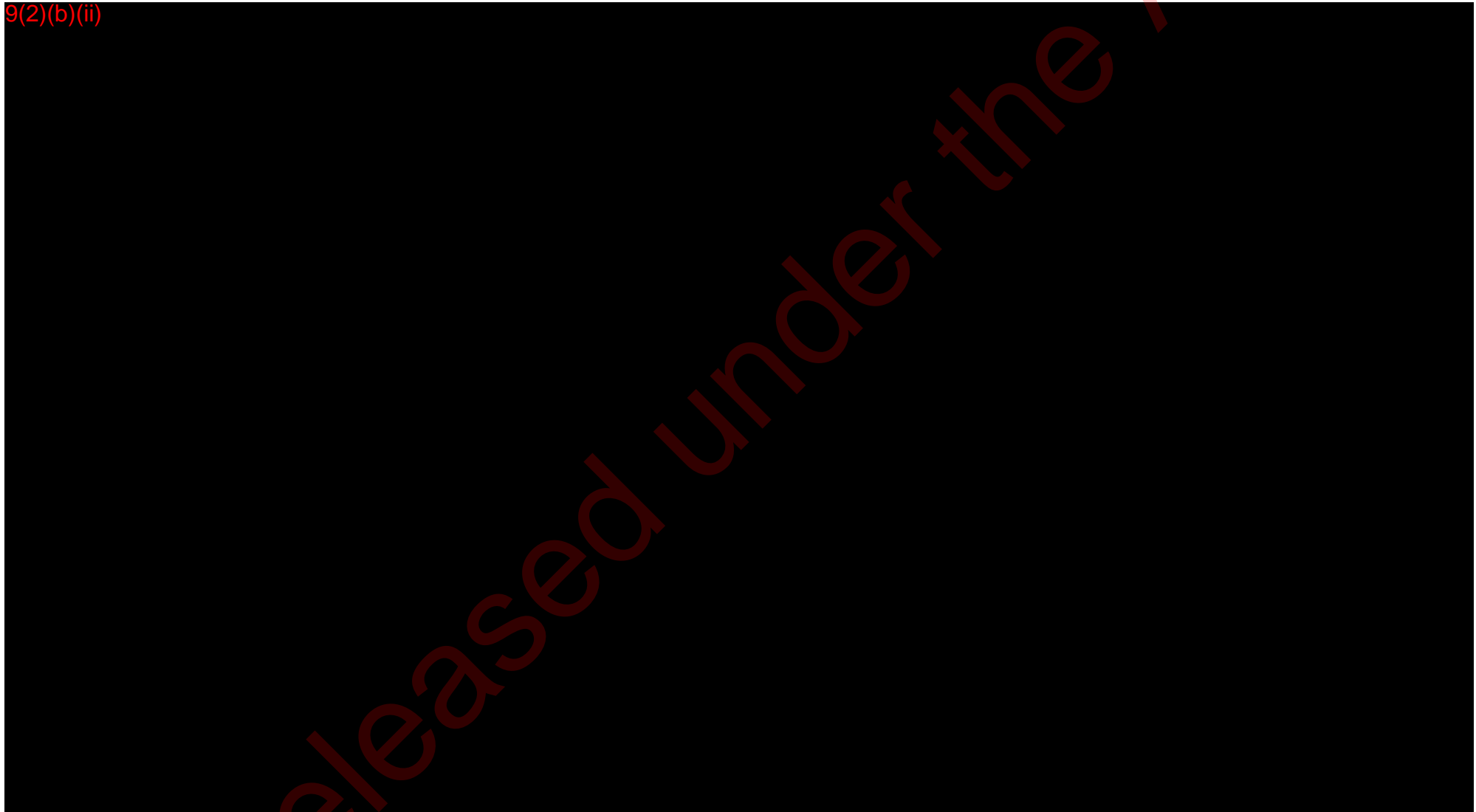
<p>f. Some schools in the Ruapehu region have indicated they would like to see attendance representation on their grounds every day. Perhaps they require an in-school attendance officer as this is not a viable option for our provider to cover in the current Attendance Service Outcomes Agreement. Daily phone calls to these schools continue as referrals and border line cases are monitored</p> <p>g. ASA training is required for schools as the system is developed and new users are provisioned</p> <p>h. WAS has been invited to discuss closer collaboration with Family Works and to look at how we might better support our tamariki</p>	
<p>1. Please list the local interagency groups your Service is a member of using the following format</p>	

Name of interagency group	Region covered	Members	Frequency of meetings	Are attendance issues always discussed at this meeting?
Service area 13: Marton WINZ	Marton	WINZ Youth Service, Strengthening families (until closure) and YMCA He Mokopuna He Taonga (replacing Strengthening Families), Children's Teams, WINZ Youth Service, Youth Aid, Schools	One-off When required	As required for students close to 16yo
Service area 13: Manawatu youth forum meeting	Feilding, Manawatu	Police, Principals, the Ministry, CRHS, Alt Ed, Oranga Tamariki, Attendance Service,	Two-monthly	Yes
Service Area 13: Family Support meeting	Feilding	RTLB, Oranga Tamariki, Senco, the Ministry, Attendance Service, District Health Nurse,	When required	Yes
Service Area 13: HESS meeting	Marton	RTBL, Public Health, Te Kotuku Haora, Guidance Counsellor, Police,	Monthly	Yes, great opportunity to share information and receive collegial support

		Strengthening Families (until closure), Oranga Tamariki, SWIS & Jigsaw RTBL, Public Health, Te Kotuku Haora, Guidance Counsellor, Youth Aid Police, Te Mokopuna He Taonga (replaced Strengthening Families), MOE, ORANGA TAMARIKIS, SWIS & Jigsaw		
Service Area 13: Rock On	Palmerston North	Oranga Tamariki, Police, schools, GSE, Attendance Service, Central Regional Health School and CAFS	Twice per school term	Yes
Service Area 13: Care & Protection Resource Panel	Manawatu Area	Oranga Tamariki, Police, District Health Nurse, Early Childhood Education Rep, Pasifika Rep, Children's lawyer, Attendance Advisor and Rep from Manchester House Social Service	Weekly	Often discussed
Service Area 13: NNG Meeting(No Name Group)	Palmerston North	C&P Manager Oranga Tamariki, Alt Ed Manager, Police-General and Youth Aid, MSD rep and MoE rep	Monthly	Often
Service Area 12: Rock On	Whanganui	Oranga Tamariki, Police, MoE, MSD HNZ, Strengthening Families, Jigsaw, Secondary school and intermediate principals and Primary school rep. Children's Teams	Twice Termly	Yes
Service Area 12: At Risk/ INTAG	Whanganui	Youth Aid, School councillors, SUPP, SWIS, any other relevant agency	Twice Termly	Yes

Cost Breakdown

9(2)(b)(ii)



9(2)(b)(ii)



Report due date
Before the end of February
(Reporting school terms 1 – 4)

Signed:

9(2)(a)

Date:

01/03/2018

Name:

9(2)(a)

Position:

General Manager

Datacom Services Limited (Service Area 18) – Annual Contract Review

Reporting period: Start of school term 1 to the last day of school term 4

Reporting measure description	Objective	Report actual	
		Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
How many? a. Number of schools in the Attendance Service catchment region b. Proportion of schools in the Attendance Service catchment region who are registered ASA users (KPI 4)	NA At least 65%	<div>SA18 231</div> <div>SA18 87%</div>	<div>SA18 231</div> <div>SA18 89%</div>
How well? 1. Every non-enrolled case that has been open longer than six months has a plan in place to re-engage the student back into a school or legal learning environment (KPI 1)	100%	No. of NE cases that have been open longer than 6 months <div>SA18 3</div>	No. of NE cases that have been open longer than 6 months <div>SA18 3</div> <i>*Please see Appendix 1 for case action plans</i>
2. Unjustified absence referrals are responded to within 1 school day (8 ASA hours) of receipt (KPI 2)	At least 90%	<div>SA18 99%</div>	<div>SA18 99%</div>

3. Unjustified absences that are resolved within 22 school days (KPI 3)	65%	<table><tr><th>SA18</th></tr><tr><td>31%</td></tr></table>	SA18	31%	<table><tr><th>SA18</th></tr><tr><td>29%</td></tr></table>	SA18	29%
		SA18					
31%							
SA18							
29%							
<i>*Please see Appendix 2 for further information</i>							
Cases are held open longer than 22 school days when it is felt that active monitoring is beneficial to the long term goals of the case, when other stakeholders have impacted upon the ability to close the case within KPI or to ensure sustained attendance (reduce chance of repeat referral).							

Is anyone better off? Subcontractor Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
1. Describe some highlights from the period.	
a. Securing the Attendance Service contract to provide services for East/North Gore schools that were previously under the MSD Social Sector Trials 1. Supporting our Attendance Advisor (AA) who was previously working in the AA role for the SST b. Getting 95% of schools to sign up to the ASA system in the greater Gore region	Points e, f, h, i, j and l remain the same from the previous report. New points 1. The Invercargill team attended an informal hui with an Oranga Tamariki social worker to compare notes around several cases they had in common. Both agencies benefitted from this information sharing. 2. The Invercargill AS visited and met with the staff at the PACT residence (youth mental health). There will be on-going PD with this group.

- c. Re-print of the Attendance Service brochure, including our new service in the Gore area
 - d. Wrap around support continued for a student who was reluctant to attend in the Gore area
 - e. The Waitaki AA re-established weekly meeting at WGHS to discuss attendance which are going well
 - f. Termly Welfare meeting in Waitaki to discuss schools attendance issues and the Wanaka and Cromwell Community Network Meetings are useful for networking with agencies working with students and whanau
 - g. Establishment of Rock On in the Central Otago region - An article regarding the Rock On initiative and the collaborative inter-agency approach to increasing attendance in the Cromwell and Alexandra area was published in the ODT on Friday 26 May
 - h. The ecase AA hui held in Wellington. It was a great opportunity to get together as a team. AAs went away with a sense that they are on the right track when having conversations with, and engaging. A highlight was Nathan Mikaere-Wallis's session
 - i. A comment was made by a secondary school principal that he is pleased that the Invercargill Attendance Service team have a great proactive response to attendance issues
 - j. The Invercargill teams collaboration with other agencies including statutory agencies to create positive results
 - k. The Balclutha AA has enjoyed interaction between students, family and whanau, investigating the reasons why students are not attending school. The discussions and dialogue has been helpful and has been successful in returning students to school
 - l. There is a positive relationship between ecase sub-contractors and Datacom
3. It was reported in the media that Otago/Southland are the only areas that have recorded a decrease in non-attendance rates. There appears to be a correlation with the Youth Aid data.
 4. MoE sent a senior advisor from Wellington to meet with the Invercargill AS and discuss their role in the Youth Court process. They explained that their role was to supply any relevant information about the youth offender's education. Whilst the education reports are emailed to the courts, it was important to have up to date information available for the judge. It is also important to report back to the school on the bail conditions that are relevant to the student.
 5. The recording method that Invercargill AS have implemented this year has given valuable information regarding non ASA cases. It highlights the amount of extra work they are doing around early interventions and gives us data on the number of home visits made at the request of schools and families.
 6. On- going communication with schools that are not registered with ASA has resulted in the sign-up of two more schools in Invercargill and two Primary School Principals in the Waitaki region.
 7. ROCK ON meetings have continued to be successful in the Central Otago region. At the last (October) meeting it was agreed to approach the primary schools in Alexandra and Cromwell through the Community of Learning Leaders to discuss the ROCK ON process with a view to bringing them on board with the secondary schools at some stage in 2018. All agencies involved are very keen for meetings to be extended into the primary schools, as it will result in better information sharing and greater access to the agencies involved
 8. 9(2)(a) [REDACTED], Education Advisor for Queenstown and Wanaka schools, has approached the service about setting up the ROCK ON process in Queenstown where she feels there is a need.
 9. The Central Otago AA has established working relationships with the two schools in the area - Maniototo Area School and Glenorchy School. The AA has since worked with the Maniototo Area School transitioning a

student who had been out of school for over 6 months back into that school through an offsite programme.

10. Central Otago AA attended a meeting of the Cromwell Community Networks where Jackie Dean, local MP spoke.
11. Central Otago AA attended the two Working Together for Vulnerable Children workshops provided by Oranga Tamariki in Alexandra which were great for networking.
12. Southern REAP has great dialogue with some country Primary schools including, Takitimu, Dipton, and St Patrick's, and have been working together with Family Start and MoE on students with UA's. They have now been closed.
13. Southern REAP AA supported a family with getting a child to and from school who had a small support network. It resulted in a positive outcome and a happy student.
14. Southern REAP AA met with Deputy Principal of one school in Eastern Area to discuss roles of the school and attendance advisor.
15. 9(2)(a) [REDACTED]
16. Many Balclutha Principals go above and beyond the pastoral care requirements of the position to try and help the students with problems.
17. 9(2)(a) [REDACTED]

2. Describe barriers that have been encountered.

- a. Referrals made to Oranga Tamariki found to be a slow process, for FGC (Truancy)- These possibly need to be counted as care and protection issues
- b. Concern on what appears to be a lack of action on three Truancy protocol referrals to Oranga Tamariki in Waitaki
- c. In one secondary school in the Central Otago region, students are being referred as having attendance issues when in fact their specific learning needs were not being catered for by the school resulting in the students being too afraid to attend. Other agencies expressed the same concern. This concern has also been discussed with MoE
- d. Central Otago AA has yet to make any significant traction in the Queenstown / Wakatipu area with social services and community networks
- e. Ability to access education due to transport costs for families who experience material hardship. Barriers often include:
 - Not having a vehicle or the means to have a warranted or registered vehicle
 - Having multiple appointments during the week to meet the needs of the family which increases the cost of transport whether it is the cost of petrol or the cost of public transport
 - There is minimal public transport options in Dunedin

Whilst there is EBA funding available through Datacom and this has been utilised, this is a limited resource and is not sustainable as a long term solution
- f. Some AAs disagree with the ENROLs automatic form and notification that is generated after a student has been withdrawn for 20 consecutive school days and has not enrolled at another school. It has been suggested that the fast track tick box, 'Send a Non-Enrolment Notification now' be changed for use of those students who do not require a quick follow up from the Attendance Service. This would ensure vulnerable students are

Points a, g, h, i, j, and o remain the same from the previous report.

New points

1. Internal school processes are often not timely enough and the opportunity to address the attendance issues early before they become entrenched is missed.
2. A school who refuses to engage with the AS and then expects other agencies or schools to pick up the pieces when the student is no longer attending school.
3. Lack of compulsion for schools to refer students when attendance is an issue and then referring in the last few week of term 4.
4. 9(2)(g)(i) [REDACTED]
5. There have been instances where the MOE Relationship Manager's lack of response has impacted on AAs work.
An example of this is 9(2)(a) [REDACTED] where RM was to gain information on behalf of AA where AA was unable to do so. The request was not actioned.
A second example is 9(2)(a) [REDACTED] where RM was to pass along information and did not.
6. No exceptions have been made for 9(2)(a) [REDACTED] in which all evidence shows that the student is residing in Australia, however, as we have been unable to match in the Immigration Database (student left without a passport and was able to enter Australia as citizen) and he hasn't enrolled in a new school, we have been advised that we cannot close.
We have exhausted all avenues and have requested ministerial assistance. The case remains open with us.
7. 9(2)(a), 9(2)(g)(i) [REDACTED]

engaged faster and prevent any time lag between closing a UA and receiving the NEN. An alternative solution may be that further training is given to for schools to understand the use of ENROL

- g. Some schools have expressed frustration with accessing and using ASA in Dunedin. AAs have been supporting schools with this via telephone calls and visits. Furthermore, there continues to be confusion between ASA and ENROL, what each system is used for and when to use them. We believe that the schools would also benefit from another training session on how ASA and ENROL work together
- h. The time it takes to make contact with some whanau, having to leave multiple messages before any contact is made
- i. Continued growth in 'student refuser' numbers and lack of appropriate mechanism to engage 15.9 students. We continue to gain limited traction with a few long term school refusers and students whose parents condone truancy. The Attendance Service is undermined by the lack of appropriate enforcement or penalty. The current repercussions, penalties and process for nonattendance seem ineffective in these cases. It seems there is a need to re-visit what is happening/not happening with prosecutions/ consequences. It needs to be adhered to or taken out of the process. Perhaps consideration could be given to authorise Attendance Advisors to issue immediate fines. This may go some way to address this issue?
- j. Lack of compulsion for schools to refer students when attendance is an issue. The Invercargill team have encountered students with attendance rates of 48% who have not been referred
- k. Lack of AE placements in some areas
- l. AE providers wanting to transition students back to mainstream education too quickly
- m. Difficult students in AE who don't go, Te Kura not an option, and nowhere else to go? What do we do with these cases?
- n. The ELX process could be reviewed. It is currently not as easy to understand. There are also delays with ELX applications being assessed

9(2)(a)

- 8. Attendance Advisors are currently managing high numbers of referrals, with most having complex and multiple needs that impact their ability to not only attend but to meaningfully engage in education. The combination of high referral numbers for students with increasingly complex needs, long waiting lists and limited resources means that many students have to wait until appropriate support services are available. The OYWT Wraparound Service has reached capacity but the Attendance Service continues to receive UA and NEN referrals and the stress of 'holding' cases may impact on student welfare and on Attendance Service workload and performance. In these instances it is reflected in the KPI's where there is an expected return to school within 22 days.
- 9. The extra NEN referrals received by CIT for administrative follow up create additional pressure on the team.
- 10. Rural areas around Balclutha have a problem with the lack of alternative schools when students are not suitable for mainstream.

<p>and approved, inconsistencies in responses from different regional offices and a lack of information provided when an ELX is not approved.</p> <p>o. The Service is hindered by the lack of/up to date information provided by schools on UA and NEN referrals. Often schools have not updated contact numbers, addresses and emergency contacts for these students on their own systems. Time can then be wasted tracking these students down</p> <p>p. It would be great to see some feedback from MoE on the barriers; i.e. are they unique to us or a national problem? If national, what steps can or are being taken to address these barriers?</p>	
<p>3. Describe enablers that have been encountered.</p>	
<p>a. The Gore team are working with multiple agencies including Strengthening Families and Youth Services</p> <p>b. Contact established between the Gore team and MoE representatives now that they are locally based. (As per practice manual)</p> <p>c. Working at 'out of contact' hours works better for some whanau, for example after 7.00pm</p> <p>d. Rock On in Balclutha and Invercargill is going well and students react to the Police involvement</p> <p>e. Rock On in Central Otago has provided a forum to share information and work collaboratively to establish better lines of communication between the agencies involved. At the February meeting all agencies / personnel involved signed a Memorandum of Understanding.</p> <ul style="list-style-type: none"> Organisations involved MoE, Oranga Tamariki, NZ Police, Public Health Nurses, Dunstan High School, Cromwell College and ecase AA. The first formal Rock On meeting was held on 28 February. The meeting provided a valuable forum for all agencies to share information which has previously not been possible. There have 	<p>Points c, e, f and h remain the same from the previous report.</p> <p>New points</p> <ol style="list-style-type: none"> There have been a number of Truancy FGCs organized in Invercargill with generally good outcomes. The Invercargill AS was requested to support the Police with an operation targeting youth and youth offending. This involved the AS travelling with the police for a period of time around the city stopping and talking to youth who were not at school or course. During this operation three youths were spoken to and one was arrested for drug offences. One of the other youths had been missing planned meetings with the educational sector but through this intervention we were able to get him to a meeting the following week. Police agreed it was beneficial having the AS patrolling with them and will repeat the exercise at another time The ROCK ON process in Central Otago has been successful for two schools involved this year who now keep a much closer eye on the

been four Rock On meetings altogether with two being held per term

- f. Networking with agencies is key – having now established networks in the Central Otago area it helps in working with and resolving cases
- g. Central Otago AA attended introduction of the new Oranga Tamariki seminar in Alexandra on 11 May. This was helpful in gaining an understanding of the revamped Ministry
- h. The North and Central Otago AAs have increased use of the Strengthening Families approach to help resolve issues around attendance
- i. Being able to apply for EBA funding to address transport issues (even if only as a temporary measure) has been an enabler. For example, the Dunedin AA was granted EBA funding for 9(2)(a) as the family experienced significant material hardship which was creating a barrier to accessing education. This along with referrals to external services for ongoing supports enabled the student to attend school and the AA to close the case
- j. AAs recognise the importance of and have the skills required to maintain working relationships/create new connections in the Dunedin community, within schools and other organisations in order to achieve the best outcomes for students.
 - AAs have reconnected with the schools as they settled into the New Year. Liaison meetings have been held and this includes identification of and discussions around students at risk of disengagement from school and those who would benefit from further supports
 - Because of the trusting working relationship the AAs have with Police Youth Aid, they have been able to contact our service for assistance around locating missing students
 - This year has seen a number of changes in School Guidance Counsellors. AA's have existing relationships with the new Guidance Counsellors from their previous roles in the community. This has enabled the working relationship to be established quickly within a

attendance of their students and raise the profile of the importance of attendance with their school communities, staff and students.

Effects of ROCK ON include:

- Attendance of individual students has been much more closely monitored enabling schools to be proactive in their approach to attendance issues.
 - Schools who explain the ROCK ON process to caregiver's whose students are at risk / of concern have an immediate impact on the attitude of parents.
 - Through the inter-agency approach it has enabled the development of a much closer working relationship between the Attendance Service and the agencies involved in the Cromwell Alexandra areas.
 - The inter-agency relationships developed now means cases can be co-worked when more than one agency required to be involved.
 - It has enabled a proactive approach to the growing number and range of social issues that are impacting on schools and students' attendance as a result of the rapidly increasing population in the Central Otago area.
4. Arrangement made following meeting held between school, parent, grand-mother and Gore AA, supporting student with transport to re-engage in education.
 5. Central Western AA has been working closely with Local Police at Ohai, visiting addresses in the Wairio area and locating students and their families who have moved farms. Some of these students are subject of UA's and the initiative has had a positive outcome with the students attending school.
 6. The Dunedin AAs have been collaborating with Oranga Tamariki, Health and Education to find creative ways to support students and families with complex needs to better engage and to improve their overall wellbeing.

<p>different environment to best support those students with attendance issues or at risk of disengagement and to find ways of addressing the underlying factors that impact on educational engagement</p> <p>k. The Invercargill team have contacted the RTLB Manager and set a time for a hui with the aim to establish a working relationship and collaborate around students in common</p> <p>l. Excellent Oranga Tamariki FGC coordinator in Invercargill</p>	<p>Given the challenges around the lack of resources and workload pressures, we value this collaboration as a preventive and early intervention measure that uses the AAs experience, skills and relationship with community, to better support their most vulnerable students and their families.</p> <p>7. Minister Tracey Martin recently visited OYWT to look at their approach to school attendance and engagement and their wraparound work.</p> <p>8. 9(2)(a) [REDACTED]</p> <p>9. Balclutha AS has positive relationships established with stakeholders in AE.</p> <p>10. AA and Principal meeting with students in Balclutha to discern the reasons of non-attendance or discuss the implications of a Rock On referral can help prevent further non- attendance. Rock On continues to have a positive effect.</p> <p>11. Several NEN cases have been closed relatively quickly in Invercargill as information provided by schools early has given the AS the chance to follow-up before the actual referral arrives. This gives the AS an opportunity to call at addresses and phone caregivers when they have indicated to the school that the student is leaving. The AS in these circumstances is encouraging schools to refer a NEN early instead of waiting 20 days.</p>
<p>4. What issues and trends have arisen over the reporting period?</p>	
<p>a. Continued concern around the number of students whose parents do not seem fazed by taking time off during term time to attend events and /or to go on holidays. The latter is often due to the seasonal nature of many workers in this area but also increased by parents / caregivers</p>	<p>Points a, c, e, f and k remain the same from the previous report.</p> <p>New points</p>

taking advantage of cheaper airfares / travel costs during term time. The principals comment that the impact of this is not only on the student who is absent from school but the other students when the teacher needs to take time to catch the student up on the work he / she has missed upon their return to school

- b. In Balclutha they find students who are late for class and those who get up during lessons and walk out are disturbing for other students in the class and are missing out
- c. North Otago AA has maintained positive closure rates despite receiving a higher number of referrals this year
- d. Numerous false positive cases are still received. An example of this is where an AA has received a NEN case where on follow up with the school, the student had been attending, the school was adamant they had placed the student on ENROL
- e. Maternal mental health issues impacting on students' attendance, especially younger children, has been observed in the Otago Central area with the AA having been referred at least four cases where this has been the reason for students being frequently absent. In two of the four cases Oranga Tamariki has been involved
- f. An increase in children presenting mental health issues. Mental health services at capacity meaning a significant waiting time to access the support. This impacts on both attendance and engagement at school.

9(2)(a)

- 1. Youth Aid has given the Invercargill AS data that indicates that youth offending in Southland is decreasing which is resulting in less court appearances and FGC'S.
- 2. In Invercargill there is an increase in under 14 year olds offending combined with non-attendance at school. These students are proving difficult to manage as there is no deterring consequence for them.
- 3. Changes in personnel in schools without non-attendance processes being passed on to new staff has meant that attendance issues are not always addressed.
- 4. We are unsure what training or role expectation of the different stakeholder groups, e.g. RTLb, AS, AE, MoE undertakes for aspiring Principals. Often it is left up to the AAs to provide information.
- 5. The link between behaviour and non-attendance is also evident in the Balclutha region. Many referrals the AA is working with are the same students that law enforcement are working with.
- 6. It is of concern that by August 2017 end, 69.2% of Central Otago's UA cases had been made by Cromwell College.
- 7. There is a lack of appropriate care placements in Invercargill.

8. 9(2)(a), 9(2)(g)(i)

9(2)(a)

[REDACTED]

- g. OYWT have several long term Non-Enrolled cases where the families have multiple complex issues. Commonly, there is the entrenched patterns of school disengagement and we see the younger siblings coming through to the Attendance Service as well. These families are often known to services within the community and rather than working with the family members individually, a wraparound model is needed. This model of service delivery takes into account the needs of all family members and enables a team to work alongside the family. This approach does not target change for only one family member but looks to create longer term sustained changes for all family members
- h. The Gore AA is working with two complex cases (NENs) where there is no buy-in from the family and all support from agencies is declined so advice has been sought from MoE
- i. There is a lack of appropriate care placements and accommodation in Dunedin which is impacting on young people and their ability to attend and engage in education. 9(2)(a)

[REDACTED]

9(2)(a)

[REDACTED]

- 9. The impact that negative interactions over social media has on the engagement of secondary students is now starting to effect year 7 and 8 students.

<ul style="list-style-type: none"> j. An emerging trend in Dunedin is the prevalence of Year 7 and 8 students needing in-school pastoral care and support for complex issues that in past years have typically surfaced in Years 10 and 11 k. The geographical distance to be covered. Rural schools two hours away by road are reluctant to involve the Attendance Service because they see it as impractical l. Schools which don't have a process to identify or track individual student's attendance issues m. Correlation between Youth Court and Youth Aid numbers and Attendance. Numbers seem to be tracking down n. It is sometimes difficult to access relevant PD 	
<p>5. Describe proactive initiatives that you have undertaken.</p>	
<ul style="list-style-type: none"> a. Promotion through brochures and posters continue. Re-print of brochures for Invercargill, Otago/lakes and Waitaki in March b. ecase has been talking to KidsCan and Eat My Lunch to find a way to support students who require material hardship assistance when our current 'Enrollment Barrier Assistance' fund has been exhausted c. AA liaised with local police in the Gore area and visited Secondary and Intermediate schools d. Team in Gore have commenced transporting a student and supporting a school to support student's attendance regularly e. North and Central Otago team visited/ contacted all schools in the region in the first half of the year f. All schools in North and Central Otago have been encouraged to publish the Attendance Matters brochure in their school newsletters and on their school websites. Many schools are doing this now as well as including a copy of the Attendance Matters brochure in their enrollment packs g. Waitaki AA attending Strengthening Families Meetings for students no longer on their caseload due to schools and agencies still wanting AAs 	<p>Actions a, f, g and v from the previous report have been repeated in terms 3 and 4.</p> <p>New points</p> <ol style="list-style-type: none"> 1. The Invercargill AS attended a hui along with James Hargest College staff, to listen to 9(2)(a) about building resilience in young people with a focus on youth suicide. This hui was quite empowering and highlighted the need to be vigilant with all students we deal with in regards to mental health. 2. On-going promotional work regarding ASA for non-provisioned schools in Invercargill. 3. Liaison meeting with new AE contract holder explaining the Invercargill AA role and how they can assist with any non-attending students. 4. Two SIT students from Social Services programme spent a day each with Invercargill AA to see what they do. 5. Invercargill AA met with a local police officer who was writing a report for Otago/Southland on youth offending to share data (non-identifying).

input. Many schools feel isolated without adequate supports. The SF process is a good way of networking and developing a really positive profile of the attendance service.

- h. Dunedin AA continues to be involved in an advisory role on the local Community Panel, ensuring social engagement and attendance in education is part of the plan for families and that the right services are accessible. Other AAs, with the permission of the family, have presented cases at the Community Panel as a way of finding the best supports/services to meet the needs of the family
- i. There have been a number of staffing changes in some of the Secondary Schools in Dunedin, AAs have presented the services of OYWT including the Attendance Service and how the two interact with each other to the new staff. AAs have also met with the Southern Regional Health School and Correspondence School
- j. OYWT links the work between the Attendance Service and OYWT Wraparound Casework. The AA is able to connect school staff with appropriate community support, such as the Suicide Prevention team
- k. OYWT is participating in a Pre-YOT (Pre-Youth Offending Team) meeting which is being facilitated by an AA, the purpose of which is to identify trends and issues at a community/practitioner level for Youth Offenders. These trends and issues are then meant to be elevated to the YOT (Youth Offending Team) to find ways of addressing these. The Pre-YOT is in its infancy
- l. As a part of OYWT Wraparound Service, AA continues to sit in Youth Court providing a holistic view to the complex circumstances students face and the barriers that impact on their ability to attend and engage in their learning environment
- m. The Otago Highlanders met with OYWT and the AA to discuss the services of OYWT including the Attendance Service as part of their community development. The Highlanders were to choose which service they would like to volunteer at and there were several options. Unfortunately, we were not the final choice. It was a good opportunity however to raise the

6. The Invercargill AS is investigating a new initiative regarding transport for students in 2018. Transport is a reason why many students struggle to get to school. The AS have approached IDEA services, an organization that reconditions bikes and gives them to organizations, who seem keen to assist. In 2018 the AS would like to promote this service by publicly requesting that people with old bikes that they no longer require to consider donating them to IDEA who can then restore them. This would benefit both organizations as it would create work for the people at IDEA and it would also help promote the Attendance Service and provide bikes for students who require them.
7. Update to point v (The Invercargill team is recording all work done outside of ASA referrals, this includes contact with other agencies, advice given to parents and other organizations, early intervention visits to families) :
 8. 306 proactive referrals
 9. 180 from 19 schools (early intervention)
 10. 20 different organisations worked with or referred to
 11. 76 home visits
 12. 102 students returned to school
 13. Weekly meeting at WGHS to discuss attendance is going well. Termly Welfare meeting to discuss Schools attendance issues is useful networking. Transition plans now being put in place for a number of Intermediate students transitioning to High School.
 14. AA meeting with the Alexandra area COL leader to discuss how these COL schools (which cover a wide area) can be dove-tailed into ROCK ON and the inter-agency team.
 15. Southern REAP sent evaluations to all schools and some parents in the Eastern and Central areas. All of the schools who have used the service provided a positive response.

profile of OYWT and the work which is done including the Attendance Service

- n. Dunedin AA attended and presented at the National Wraparound hui in Wellington on the OYWT Wraparound service and how school attendance and engagement fits within a holistic integrated approach
- o. Dunedin AA has been monitoring at risk students, previously referred to the Attendance Service, alongside the school through Liaison meetings. When the students' attendance has started to decline, the AA sends letters to the family reminding them of expectations around attendance and offering support to meet this expectation. This is a reminder that the Attendance Service and school work collaboratively to monitor attendance and also means that referrals to the Attendance Service is circumvented, therefore the work is not necessarily captured
- p. OYWT runs an accredited Mentoring Programme. These trained and vetted adults are available and have been utilised by the Attendance Service to support students with their educational needs as identified and can be for as short or as long a period of time as required
- q. AAs (x2) provide consultation as part of a team to caseworkers at OYWT. This is to provide internal supports for those students who are at risk of disengagement or who have chronic disengagement in education and were referred to OYWT Wraparound Service by AAs for ongoing agency support. Some of these students are known to the Attendance Service through referrals; however, others are a preventative measure. AAs continue to support the work and relationship that OYWT caseworkers have with schools through the Liaison meetings
- r. The Invercargill team was requested by schools to monitor the World Shearing Championships. The schools had indicated they would not allow students to attend during the day. Several visits were made to the venue and there were no incidences of truancy. These visits were made with the assistance of the police. Because the schools were proactive in letting parents know, this had the desired effect and hence the positive outcome

- 16. Southern REAP assisted a representative from Barnardos regarding a student in the Clinton area.
- 17. OYWT staff met with the OYWT Board Runaka Representative to discuss the needs and the barriers for Maori in their community. From this meeting, opportunities and key individuals from education, health, justice, child protection and community were identified. The next step is to pull together a meeting with these individuals.
- 18. Two AA's from Dunedin met with the MOE Relationship Manager to discuss two families with entrenched attendance issues. They have invited the Relationship Manager to meet with the Attendance Service on a monthly basis with a view to having regular communication around the long term NEN cases. This will also provide us an opportunity to identify ways of addressing the systemic issues that create barriers to learning and engagement in education. Going forward, we understand that the RM has identified an Education Advisor that the team will meet with.
- 19. AA's have been working with schools where year 8 students have been identified as potentially at risk of disengagement. The aim is to support the school to retain these students. Ideally this will be reflected in fewer referrals to the Attendance Service. Unfortunately the 'good' work of both the school and AA's is not captured [in ASA].

20. 9(2)(a), 9(2)(g)(i)

- s. The Invercargill team emailed all schools in their area a 'start of the year' newsletter and all schools have been visited which has resulted in more sign-ups to ASA
- t. The Invercargill team made contact with the local Pacific Island Advisory Group via a hui they had held in the Christmas school holidays for youth. The trust reported on the outcomes to a large group of organisations about issues their youth have around society and education. The organisers explained about how PI family dynamics has a big influence on these young people
- u. A meeting was held with the Invercargill teams local PACT service (Youth Mental Health) to assist with coordination amongst our services
- v. The Invercargill team is recording all work done outside of ASA referrals, this includes contact with other agencies, advice given to parents and other organizations, early intervention visits to families. This process started on the 7/2/2017 and up to the end of February there have been 51 entries. At the end of Term 2 there has been 162 separate proactive referrals actioned.
- Work often not processed through ASA:
- School and agency requests as early intervention
 - Street and parent request pick-ups one-off proactive interventions

- 9(2) [REDACTED]
(a) [REDACTED]
9(2)(g) [REDACTED]
(i) [REDACTED]
21. Dunedin AAs meet regularly with Oranga Tamariki Care and Protection Coordinators to discuss students who they have concerns with in regard to their attendance and engagement at school. Plans are created and the regular meetings throughout the year ensure good collaboration.
22. Joint review meetings are held with the Youth Mental Health Team and the Youth Team at Oranga Tamariki. Both are forums where the Dunedin Attendance Service can review the progress of students that they have in common or discuss whether a student would meet their criteria.
23. Brochures, leaflets and school visits are all proving to be beneficial in Balclutha.
24. Further to point b. from the first half of the year, we have not yet made traction with KidsCan as MoE have not decided what information we can share with KidsCan to identify schools and communities that do not already have access to KidsCan.

6. What changes to personnel engaged in the delivery of the Service have occurred?

- a. 9(2)(a) AA (Southern REAP) Gore Schools continued from January 2017 SST
- b. 9(2)(a) has accepted a new role within Datacom. This means that after four years' association with the Ministry, she has left the Attendance Service account. I am pleased to advise that one of our Wellington based General Managers 9(2)(a) will take over management of the Datacom ecase team.
1. Following the resignation of a staff member at Southern REAP, AA 9(2)(a) has moved into a new position within the organization. A new AA is scheduled to commence in the New Year.
2. 9(2)(a) finished at OYWT at the start of Term 3.
3. 9(2)(a) returned to the OYWT Attendance Team for a short period. 9(2)(a) finished in the fourth term to return to family in the UK.

9(2)(a)

9(2)(a)

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

- a. Dunedin has been a Refugee Resettlement location for just over a year. The families are of Syrian and Palestinian background and predominantly Muslim. Relationship Manager for the area noted that during Ramadan there has been a drop in attendance. We have not seen this issue through ASA cases
- b. MoE Mental Health 101 Training for Gore AAs
- c. Treaty of Waitangi training for staff in Gore with Jerome Kavanagh
- d. Invercargill AAs attended a one-day course in Christchurch presented by Dr Dave Ziegler about dealing with and assisting troubled children. They considered this was the best PD that they have attended for information and advice
- e. Invercargill AAs have met with new MoE liaison person, 9(2)(a). This was very productive, and as a local ex-teacher, she is very supportive of the work of the Attendance Service
- f. On July 6 and 7 we pulled together our team of ecase Attendance Advisors from across New Zealand, stretching from Katikati down to Gore, for a two-day hui. We had speakers from Oranga Tamariki, Kāhui Ako, NZ Police (Safety during house visits), Health Promotion Agency (Tough Times material, made by students, for students) with the highlight being Nathan Wallis speaking about the adolescent brain and how to have conversations with teenagers. The two days provided an opportunity for the team to meet kanohi ki te kanohi, loads of PD, share success stories and connect with others who often work in silos due to geography. It was definitely a successful two days!
- g. We need to start thinking about contract renegotiation early next year to ensure new funding in budget. Remuneration for field staff (wage increases to meet cost of living and retain key staff and provide adequate hours), geographical challenges, business inflation costs (overheads etc).

Points i and k remain the same from the last report

1. The Invercargill team discussed the T9s Police initiative with Police which identifies students as disengaged or at risk of disengaging from school and refers them directly to MOE. Local Police are now aware of this initiative, but have not created a T9 so far.
2. The AS are of the belief that they are operating at a very satisfactory level and are working hard to close long term cases. With each case there are always different challenges to deal with but with the inter-agency cooperation outcomes are more achievable.
3. There have been at least three changes in MOE personnel who the Invercargill Attendance Service work with over the year. It can take some time getting them up to speed about how the AS operates, who the key people and agencies are etc.
4. The Invercargill Advisory Group are concerned that the funding level for the AS provided by MoE has remained the same since conception in 2013. A letter from them outlining their concerns was sent to the new Minister of Education.
5. The Invercargill AAs attended various PD opportunities: a workshop on De-escalation, SACS training and The Principles of Wrap Around.
6. Following some feedback from a local school regarding attendance service support, Southern REAP undertook actions to improve relations. Further feedback so far shows improvement.
7. Clarification was needed for one key school in the Winton/ Gore region to explain the schools role prior to referral and the subsequent attendance service role.
Productive meeting with DP, Attendance Service Manager, REAP Manager and attendance Service officer was held at the school. All parties are committed to working together and having good communication lines.

and value for money need to be considered. What can we gather now to help with this process?

- h. Need for AAs to be involved in Kāhui Ako | Communities of Learning. So far there has been a lack of correspondence about how AAs can be involved. Can we get the list of established COLs, lead Principals and MoE lead advisors for our AAs to make contact?
- i. It has been noted that the AAs feel pressure to meet KPI 3 '65% of UA cases closed within 22 school days'. This is often an insufficient time frame to achieve to ensure sustained attendance
- j. Police Youth Aid have been appreciative of being able to utilize the Dunedin Attendance Service for assistance with locating missing students. 9(2)(a) [REDACTED]
- k. The Invercargill team continues to provide an education presence at the Youth court, at the request of the Youth Court Judges
- l. Responses from Relationship Managers (RM) are sometimes delayed. When all avenues have been exhausted with a student, AAs require one on one time with their RM to formulate a plan to move long term complex cases. When these plans have been created and the action lies with MoE, it would be helpful to have regular updates so AAs can keep their case notes up to date. Some areas feel as though they would benefit from more support from their RM/ MoE
It is promising to see that the Southland RM is planning to have monthly meetings with the Dunedin AAs and catch up regularly with the Waitaki team

- 8. The Attendance Service has a good knowledge of the families who have multiple, complex, often generational, wider issues which impact on their ability to engage in education.
The Dunedin team would like to strengthen collaboration between the Attendance Service and MoE by accessing MoE earlier as a more proactive/preventative support rather than only bringing them on board when cases become difficult or the non-attendance becomes entrenched and the prosecution process is then implemented. Conversations about this have started with the MoE Relationship Manager in Dunedin.
This is something that would be valuable in all areas.
- 9. We have not seen cases referred in the Balclutha region to assist with engagement issues for the high proportion of immigrant whanau in the region. This is a good sign that they are being supported well.

- m. A meeting has recently been held with the Care and Protection Coordinators from Oranga Tamariki to discuss how Truancy Protocols will work under the new entity. A number of referrals have been made recently under Truancy Protocol due to ongoing attendance issues and Dunedin AAs are awaiting Family Group Conferences
- n. Dunedin AAs participated in a two day organisational planning session alongside other OYWT staff. AAs presented a session on cultural responsiveness
- o. One Dunedin AA attended two training sessions on cultural responsiveness:

Te Ritorito 2017: Towards whanau, hapu and iwi wellbeing. 3-4 April 2017

Two day forum at Pipitea Marae, Wellington organised by Te Puni Kokiri and Superu. Presentation of frameworks including Treasury's Maori Living Standards Framework and the Children's Commissioner Mana Mokopuna framework as well as, Oranga Tamariki's Maori principled wellbeing framework.

Tu Ponu: Te Mana Kaha o te Whanau. 28 April 2017

One day feedback forum about Whanau, hapu, Iwi solutions. Whanau leading their own change against violence in all forms. Presentation of the Te Mana Kaha o te Whanau framework.

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

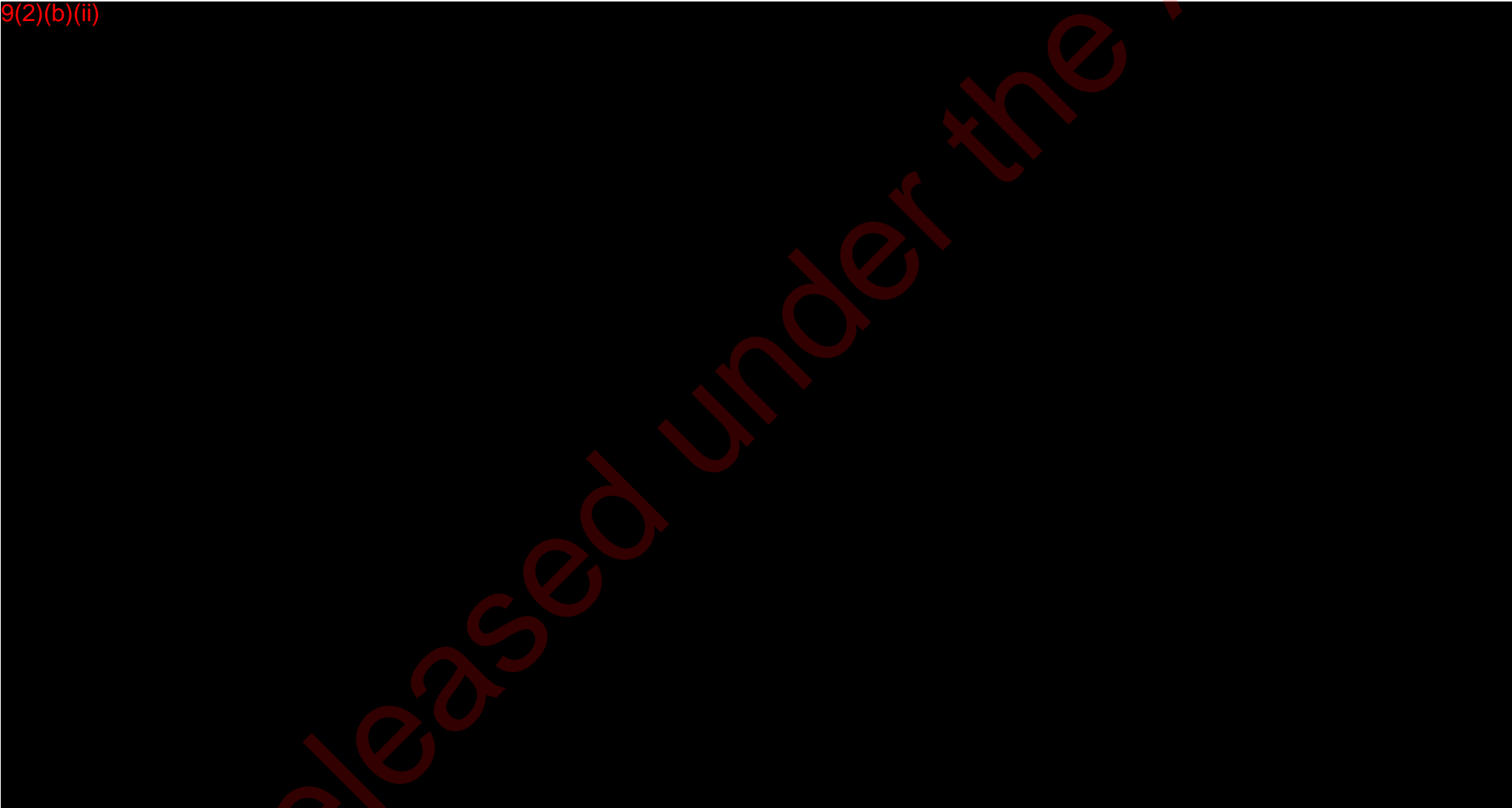
Name of interagency group	Region covered	Members	Frequency of meetings	Are attendance issues always discussed at this meeting?
Dunedin: Pre – YOT (Youth Offending Team)	Dunedin	Attendance Advisor/OYWT, Oranga Tamariki, Course provider x2, DSSP, Kaupapa Maori organisation	Bi-monthly (this is in its infancy so the frequency may change)	If this is seen as a trend/issue on a wider level or if it is an issue for a youth in particular.
Dunedin: Community Advisory Panel	Dunedin	Mental Health, Education, Oranga Tamariki, Kaupapa Maori organisations, Strengthening Families, Attendance Advisor, Anglican Family Care, Presbyterian Support, Public Health Nurse, OYWT	Fortnightly	If it is an issue for the family
Dunedin: Oranga Tamariki Youth Team	Dunedin	Oranga Tamariki, OYWT, Attendance Advisor	Monthly	Yes
Dunedin: Mirror HQ Reviews	Dunedin	Mirror HQ, AA, OYWT	Monthly	Yes
Balclutha: ROCKON	South Otago	Attendance Advisor, Oranga Tamariki, Police, local high schools and cluster principals	Monthly	Yes
Invercargill: Pastoral meetings at several secondary schools, 2 primary schools	Invercargill/Southland	ISSN Director or AS personnel, school senior management/Deans/GC	Vary from fortnightly to once a term	Yes
Invercargill: Rock On	Invercargill	Attendance Advisor, Police, MoESE, Oranga Tamariki, secondary school attendance officers and senior management	Monthly	Yes
Invercargill: Youth Risk Response Team	Southland	Attendance Advisor, Oranga Tamariki, Police, CAFS, ISSN, ADL, YMCA	Monthly	Yes

Invercargill: Youth Offending Team (YOT)	Southland	Police, Oranga Tamariki, MoE, CAFS, Youth Advocates, MOJ (Courts), YMCA, ADL, ISSN, School representative	Monthly	Attendance is discussed if it is seen as an issue. Broad attendance issues discussed, not individual cases
Invercargill District Attendance Advisory Group	Invercargill	Invercargill City Council, Oranga Tamariki, Strengthening Families, Secondary Schools, Primary school representative, Police, MoE, ISSN	Once a term	Yes
North Otago: Strengthening families management meeting and Whanau hui	Waitaki	Schools and interagencies	Bi-monthly	Yes
North Otago: Safer Waitaki Family Whanau meeting	Waitaki	Attendance Advisor, Oranga Tamariki, YJ, YA, Police, local secondary schools, Public Health, Mental Health, Plunket, S F coordinator, Tumai Ora.	Monthly	No
North Otago: Waitaki Welfare meeting	Waitaki	St Kevin's, WBHS, WGHS, OIS, Oranga Tamariki, RTL, Attendance Advisor, Police	Termly	Yes
North and Central Otago: YOT Team	Alexandra / Cromwell Oamaru	Attendance Advisor, Oranga Tamariki, YJ, YA / Police DPs from 2 local colleges, Public Health Nurse, Youth Development Trust	Monthly	Yes
Central Otago: Community Networks	Wanaka Interagency Cromwell Interagency	Attendance Advisor, Police, Wanaka community Networks, MAC Public health QLDC Well south, Oranga Tamariki, Family works, REAP,	Bi-monthly	No
Central Otago: Strengthening Families	Alexandra Cromwell Wanaka	Schools and agencies	As needed	
North Otago: Waitaki Girls High School Deans meeting	Waitaki	Attendance Advisor, Principal, DP, AP, Yr. 9 and 10 deans, Guidance counselor, RTL	Weekly	Yes
Eastern Southland Gore Rock On	Eastern Southland	Attendance Advisor, Police, School Dean, D.P., Oranga Tamariki	Monthly	Yes
Central/Western Attendance Advisory Group	Central Western Southland	Attendance Advisor, Police, Deans of secondary Schools, Kaumatua	Termly	Yes

Cost Breakdown

FY 2017

9(2)(b)(ii)



9(2)(b)(ii)

9(2)(a)

Report due date
Before the end of February (Reporting school terms 1 – 4)

Signed:

Date:

01/03/2018

Name:

9(2)(a)

Position:

General Manager

APPENDIX 13– Half-yearly and annual contract review template

Life to the Max Horowhenua – Half-Yearly and Annual Contract Reviews				
Template to be completed for each service area				
Reporting measure description	Objective	Report actual		
		Half-yearly review		Annual 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 many?		Term 1	Term 2	
1a. Number of schools in the Attendance Service catchment region	NA			
1b. Proportion of schools in the Attendance Service catchment region who are registered ASA users (KPI 4)	At least 65%	91%	73%	

How well?		Term 1	Term 2	
1.	Every non-enrolled case that has been open longer than six months has a plan in place to re-engage the student back into a school or legal learning environment (KPI 1)	100%	100%	
2.	Unjustified absence referrals are responded to within within 1 school day (8 ASA hours) of receipt (KPI 2)	100%	98%	
3.	Unjustified absences that are resolved within 22 school days (KPI 3)	77%	30% *	9(2)(a) [REDACTED] [REDACTED] [REDACTED]

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
1. Describe some highlights from the period.	
<ul style="list-style-type: none"> - Engagement from a mother who had dis-engaged with various other community and government organizations previously assigned to her - A young girl had previously displayed a lack of respect towards parents and behavioral issues in the home, refusal to attend school and dis-engagement when at school. With a supportive action plan and positive reinforcement this young girl has had a complete attitude change towards life in general and is now excited to attend school and contribute 	
2. Describe barriers that have been encountered.	
<ul style="list-style-type: none"> - Disengagement from families - Transient home environments of students - Weak support units within whanau - Lack of and mis-communication between other supporting agencies involved with whanau - Lack of knowledge within schools of the scope of Attendance services, therefore impacting on the amount of referrals processed 	
3. Describe enablers that have been encountered.	
<ul style="list-style-type: none"> - Cooperation from Oranga Tamariki and invitations to hui and FGC that allow us to form closer relationships with whanau and support units and therefore deliver our service as effectively as possible 	

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
<ul style="list-style-type: none"> - Support from NZ Police with regards to home visits when required 	
4. What issues and trends have arisen over the reporting period?	
<ul style="list-style-type: none"> - Young girls between the ages of 12-16 with a need for mentoring and limited existing services available to provide that - Truancy occurring with cold winter weather described as a barrier 	
5. Describe proactive initiatives that you have undertaken.	
<ul style="list-style-type: none"> - Utilising Te Whare Tapa Wha when assessing whanau which allows us an overall view of the variables that contribute as barriers to attendance. This assessment then forms the basis for referrals to external social service providers to assist the whanau with a 'wrap around service' that not only support the student towards re-engaging in education but also the whanau in providing a supportive environment for that to occur. - One on one training sessions with Schools on ASA and referrals - Attendance at monthly school staff meetings to discuss potential referrals - Collaboration with other Youth Services in the region to support and implement a trial event called "Beats and Basketball". An event that aims to provide a safe and supportive environment for youth in the community to spend time at on a Friday evening. - Re-assessment of the RAAYS process. Adapting the process within 	

Is anyone better off? Provider Summary Report - Narrative Report				
Half-yearly review Start of school term 1 to last day of school term 2		Annual review Start of school term 1 to last day of school term 4		
timelines that support our contractual KPI's. Further defining the responsibilities of the school, attendance services, Police and Oranga Tamariki in its implementation.				
6. What changes to personnel and/or subcontractors engaged in the delivery of the Service have occurred?				
- Addition of 9(2)(a) as Youth Coordinator for Attendance Services. 9(2)(a) came from a position as Program Manager for 'Rangatahi Ora', a MSD contracted program for At Risk Youth aged 14-16 years.				
7. Please attach two short case studies (not used in a previous report, with no identifiable details):				
a. a success story, including background/context, what did you do, what was the outcome b. an active complex case, including background/context, what you have done, difficulties encountered.				
8. Any other key points from the reporting period? (optional)				
9. 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?
Interface	Horowhenua	Oranga Tamariki, Police YJ	Fortnightly	YES
HALT (Horowhenua Abuse	Horowhenua	NGO services, Police	Weekly	Occasionally

Is anyone better off? Provider Summary Report - Narrative Report				
Half-yearly review Start of school term 1 to last day of school term 2			Annual review Start of school term 1 to last day of school term 4	
Liaison Team)				
Local Management Group	Horowhenua	NGO Services, Police, local Government, District Council, funders	Monthly	
Community Wellbeing Group	Horowhenua			
Horowhenua Youth Network	Horowhenua	NGO services	6 weekly	Yes
Te Takare Working group	Horowhenua	Community Groups, business groups, police, District Council, NGO rangatahi services	6 weekly	Yes

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
Before the end of week 3 of school term 3

Signed:

Date:

--

- Community Wellbeing
- Youth Network
- Local Youth Management – Te Takere working group

Annual contract review report due date
Before the end of February

Name:

Position:

Signed:

Date:

Name:

Position:

Released under the Act

Half-yearly and annual contract review template

Life to the Max Horowhenua – Half-Yearly and Annual Contract Reviews			
Template to be completed for each service area			
Reporting measure description	Objective	Report actual	
		Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
How many?			
1a. Number of schools in the Attendance Service catchment region	NA		22
1b. Proportion of schools in the Attendance Service catchment region who are registered ASA users (KPI 4)	At least 65%		91%

How well?			
1.	Every non-enrolled case that has been open longer than six months has a plan in place to re-engage the student back into a school or legal learning environment (KPI 1)	100%	<div> <div></div> <div></div> <div></div> <div></div> </div>
2.	Unjustified absence referrals are responded to within within 1 school day (8 ASA hours) of receipt (KPI 2)	At least 90%	97%
3.	Unjustified absences that are resolved within 22 school days (KPI 3)	65%	35%

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
1. Describe some highlights from the period.	
	<ul style="list-style-type: none"> • Good engagement from schools – we have been working well side by side with schools especially when they are faced with complex issues. • Nice success stories – the attached case studies are just a small example of some of the successes we have had with truancy. Some of the barriers to families are relatively easy to overcome – eg organizing food or school uniforms and so we are lucky we have good community support who can help us in these areas.
2. Describe barriers that have been encountered.	
	<ul style="list-style-type: none"> • Schools staff changes mean staff are not trained in how to refer to ASA – we are spending a lot of time especially at the start of terms assisting administration and teaching staff. • Social Services at capacity and unable to take further referrals • Long waiting list for specialist counselling • Housing shortage, families living in emergency accommodation • We are unable to stay with in the 22 day closing and work with the RAAYS process. Truancy FGC's may not be held for 2 months. • Non-enrolled students who we are unable to return to education as the parent is unwilling to cooperate, there seems to be no action that can be taken to "force" this to happen. The threat of prosecution isn't effective. • High level cases, which is why we have now appointed a qualified social worker, who has experience in Drug and Alcohol field in this role full time. • Case numbers increase as the terms roll on. We have 21 schools on our books, and in some cases we only scratch the surface with attendance. Some schools can have 80% of their roll over the threshold. To do the best job for this number of schools, we would require at least 0.5FTE and this would make a huge difference.

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
3. Describe enablers that have been encountered.	
	<ul style="list-style-type: none"> • Strong relationships and ongoing collaboration with schools • Strong relationships with stakeholders such as Police, Oranga Tamariki, Iwi, social services, Horowhenua District Council • Multi-agency collaboration through numerous different forums, i.e. Police family harm (HALT), Oranga Tamariki Interagency
4. What issues and trends have arisen over the reporting period?	
	<ul style="list-style-type: none"> • Families lack the resources to provide school uniforms or lunch which leads to poor attendance • Transient families who move frequently • Families presenting with complex needs/concerns such as poverty, family harm, abuse, depression. • Overcrowding – extended families living together • The complexity of the cases means we are unable to close within 22 days. Our re-referral rate is low as we ensure there is a good long term plan in place before closing
5. Describe proactive initiatives that you have undertaken.	
	<ul style="list-style-type: none"> • Attending pastoral meetings at the Colleges/Intermediate to identify at risk students • Working with new Principals to look at attendance levels and suggest solutions around poor attendance • Work with new staff at schools around logging on to ASA and around sending referrals via ASA • Beats and Basketball – initiative to engage young people who were loitering around at the local youth space. Run by LTTM, Youth Police, local iwi and council.

Is anyone better off? Provider Summary Report - Narrative Report				
Half-yearly review Start of school term 1 to last day of school term 2		Annual review Start of school term 1 to last day of school term 4		
6. What changes to personnel and/or subcontractors engaged in the delivery of the Service have occurred?				
	9(2)(a)			
7. Please attach two short case studies (not used in a previous report, with no identifiable details): a. a success story, including background/context, what did you do, what was the outcome b. an active complex case, including background/context, what you have done, difficulties encountered.				
8. Any other key points from the reporting period? (optional)				
9. 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?
College pastoral meetings	Horowhenua	School Deans/DP, school counsellor, special Ed, Youth Service, Public health Nurse	Fortnightly	Always
HALT	Horowhenua	Police, Iwi, Social Services, HFVIP	Weekly	Sometimes
OT Interagency	Horowhenua	C&P, YJ, Police	Fortnightly	Always
LMG	Horowhenua	Management of local NGOs	Monthly	Always

Is anyone better off? Provider Summary Report - Narrative Report				
Half-yearly review Start of school term 1 to last day of school term 2		Annual review Start of school term 1 to last day of school term 4		
Community Wellbeing	Horowhenua	Representatives from Funders, Council, Health, NGO's	Monthly	Sometimes
Children's Team Panel	Horowhenua/Otaki	CT Director, Special Ed, Police, OT, Health, Pediatrician, Iwi, Education, Probation, Work and Income	Weekly	Usually
RAAYs Meeting	Horowhenua	School DP's, C&P, FGC coordinator, Police	6 weekly	Always
Youth Network	Horowhenua	District Council, Community Agencies	6 weekly	Sometimes

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
Before the end of week 3 of school term 3

Signed:	
Date:	
Name:	
Position:	

Annual contract review report due date
Before the end of February

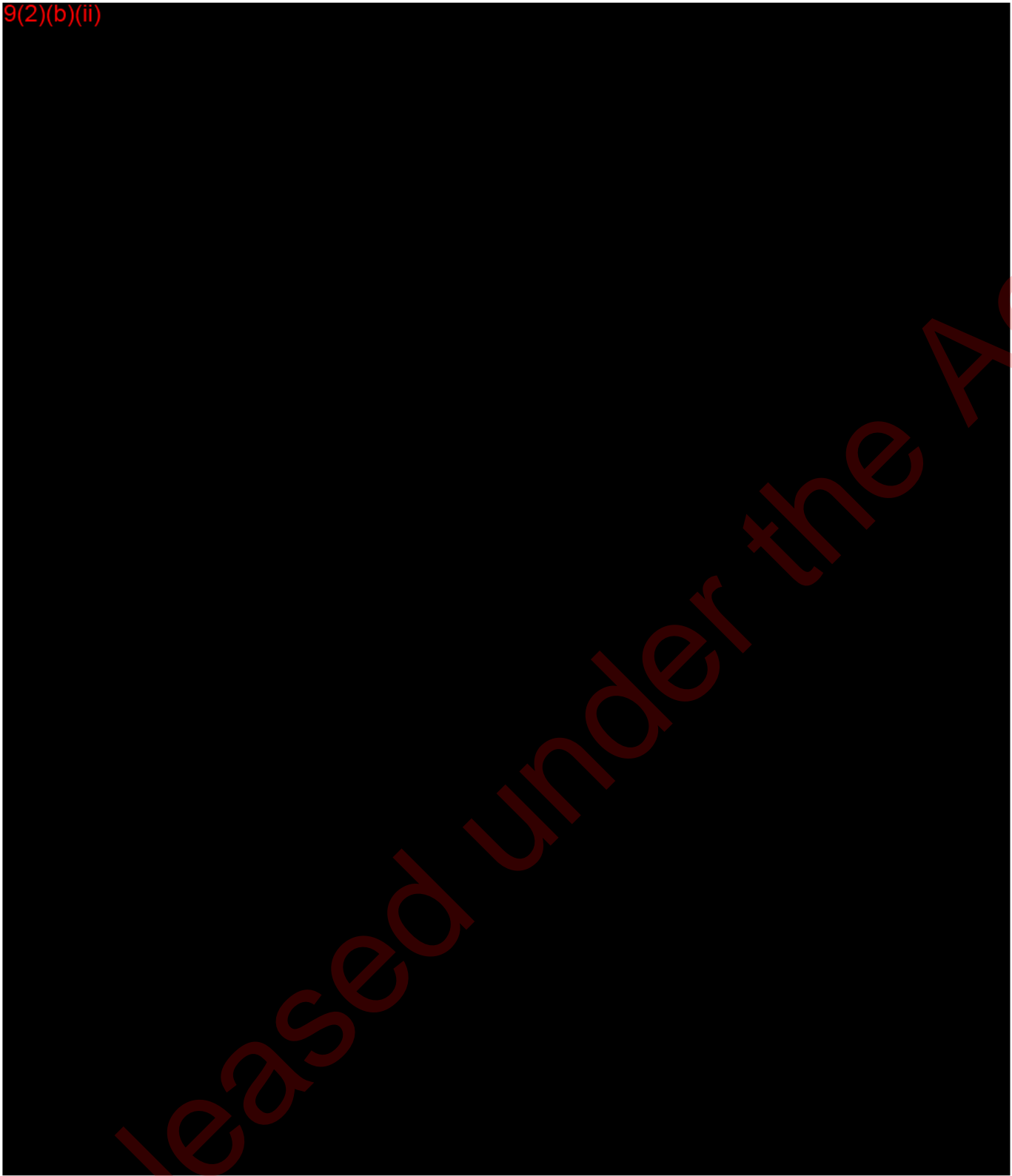
Signed:

Date:

Name:

Position:

Released under the Act



Released under the Act

MANA INTEGRATED SERVICES – Half-Yearly and Annual Contract Reviews

Reporting measure description	Objective	Report actual	
		Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
How many? 1a. Number of schools in the Attendance Service catchment region 1b. Proportion of schools in the Attendance Service catchment region who are registered ASA users (KPI 4)	NA At least 65%	1a. Number of schools in the Attendance Service catchment region - 4 Tarawera High, Kawerau South School, Kawerau Putauaki School, Te Whata Tau O Putauaki Kura A Iwi 1b. Proportion of schools in the Attendance Service catchment region who are registered ASA users (KPI 4) (100%)	1a. Number of schools in the Attendance Service catchment region - 4 Tarawera High, Kawerau South School, Kawerau Putauaki School, Te Whata Tau O Putauaki Kura A Iwi 1b. Proportion of schools in the Attendance Service catchment region who are registered ASA users (KPI 4) (100%)
How well? 1. Every non-enrolled case that has been open longer than six months has a plan in place to re-engage the student back into a school or legal learning environment (KPI 1)	100%	There are no cases on our student list that have been open longer than six months. However, we do have plans to re-engage students back into school or alternative education if the need arises.	There are no cases on our student list that have been open longer than six months. However, we do have plans to re-engage students back into school or alternative education if the need arises.

Reporting measure description	Objective	Report actual	
		Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
2. Unjustified absence referrals are responded to within within 1 school day (8 ASA hours) of receipt (KPI 2)	At least 90%	100% -response time is always within 1 school day.	100% -response time is always within 1 school day.
3. Unjustified absences that are resolved within 22 school days (KPI 3)	65%	21.4% - factors that influence this are students moving away, students becoming totally disengaged, and dysfunctional family groups.	There have been 54 UA resolved within 22 school days.

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
1. Describe some highlights from the period.	
<p>Networking: Forming a good relationship, with Te Whare Wananga O Aotearoa. Working to get our 16 year old students into study. In particular our focus has been the learners who have struggled to regularly attend school, or have refused to go altogether. We have also formed a good relationship with the new Youth Navigator, who has positive relationships with our rangatahi.</p>	<p>Working with attendance services in different regions – many of our learners are transient. They move from district to district depending on their home environment. By working with different attendance services we can maintain continuity with regard to these learners and their attendance.</p> <p>Also – have worked with Youth Services in Kawerau to provide extra support for learners. The extra support comes from mentoring and guidance to help learners who have become so disengaged from school</p>

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
	they no longer attend, to find further education or training opportunities.
2. Describe barriers that have been encountered.	
It has been our experience that some parents have refused to attend school meetings to discuss their children's issues. We have tried to resolve this by meeting with parents outside of school, either in their homes, work place or other spaces that they feel comfortable.	<p>Some learners find the open plan design of Tarawera High to be a barrier to their learning. The open plan environment with the various lessons occurring at any one time can be over stimulating and distracting for our learners.</p> <p>Over-use of technology during school and out of school.</p> <p>High turn over of staff and the changes with the staff at schools means a lack of continuity for our learners education. Our learners experience a lot of upheaval in their home life and this can impact how well they can deal with many changes. This is more noticeable in situations where learners have built a rapport with a staff member.</p>
3. Describe enablers that have been encountered.	
Tarawera High School currently runs programmes to support students who have difficulties with school and attending regularly. For example, they run a Boy's Group and a Girl's Group which addresses some of the issues these students might be experiencing.	The referral system within schools has been quite effective. Where a learner has come to the attention of our service, and staff, often the learner has been referred to the school Counsellor, or nurse where appropriate.

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
<p>Students do have favourite teachers, who encourage them to learn and this draws them to school.</p> <p>Often students who struggle at school have supportive peers, who will try and encourage them to return to school.</p>	
4. What issues and trends have arisen over the reporting period?	
<p>Truancy – where parents are often unaware that their child has been absent from school due to their work/home life balance.</p> <p>Technology – the overuse of technology creates a barrier to learning and affects their ability to focus in school.</p> <p>Senior Students – have a tendency to withdraw from authority figures in their life. Parents find it hard to motivate their children to stay in school or be more proactive in their studies, this is particularly evident among male students.</p>	<p>Learners continue to be far too attached to their phones. They constantly play games in and out of school. This is a distraction bordering on addiction.</p> <p>Grandparents raising grandchildren is becoming a trend, but for whatever reason they don't utilise the services that are available. Part of the reason is they are overwhelmed by too many different services been involved in their family life.</p>
5. Describe proactive initiatives that you have undertaken.	
<p>We decided as an organisation to co-ordinate our service with a group of social workers. We are supporting each other and students with</p>	<p>I try to co-ordinate our service with members of the Kawerau Engaging Youth Forum (Key Forum), such as the social worker for the Ministry of Education.</p>

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
pastoral care, especially with our high risk learners at Tarawera High School.	<p>Engagement with Social Workers in School.</p> <p>Setting up a hub to help learners who don't attend school – through Te Kura Pounamu in Kawerau. This is correspondence learning, so the hub helps learners who aren't in school to still do lessons via correspondence.</p>
6. What changes to personnel and/or subcontractors engaged in the delivery of the Service have occurred?	
There have been no changes to personnel within our organisation, but we have broadened our scope by working with social workers engaged with students that we share as mutual clients.	There have been no changes to personnel within our organisation with regard to the delivery of the Attendance Co-ordinator position.
7. Please attach two short case studies (not used in a previous report, with no identifiable details):	
a. 9(2)(a) <div style="background-color: black; height: 15px; width: 460px; margin-top: 5px;"></div> <div style="background-color: black; height: 15px; width: 765px; margin-top: 5px;"></div> <div style="background-color: black; height: 15px; width: 725px; margin-top: 5px;"></div> <div style="background-color: black; height: 15px; width: 755px; margin-top: 5px;"></div> <div style="background-color: black; height: 15px; width: 765px; margin-top: 5px;"></div> <div style="background-color: black; height: 15px; width: 660px; margin-top: 5px;"></div>	

Is anyone better off? Provider Summary Report - Narrative Report				
Half-yearly review Start of school term 1 to last day of school term 2		Annual review Start of school term 1 to last day of school term 4		
b. 9(2)(a)				
8. Any other key points from the reporting period? (optional)				
9. 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?
Kawerau Engaging Youth (KEY)	Kawerau	Manna Integrated Services Tuwharetoa Hau Ora CYF (OT) Police Principals of Schools Min. of Edu	Fortnightly	Yes

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

Before the end of week 3 of school term 3

Signed:

Date:

Name:

Position:

Annual contract review report due date

Before the end of February

Signed:

Date:

Name:

Position:

APPENDIX 13– Half-yearly and annual contract review template

Ngāpuhi Iwi Social Services (5974) – Half-Yearly and Annual Contract Reviews 2017			
Reporting measure description	Objective	Report actual	
		Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
<p>How many?</p> <p>1a. Number of schools in the Attendance Service catchment region</p> <p>1b. Proportion of schools in the Attendance Service catchment region who are registered ASA users (KPI 4)</p>	<p>NA</p> <p>At least 65%</p>	<ul style="list-style-type: none"> With the closure of TKKM o Rangiawhia we now have a total of 146 schools in our catchment area. 117/146 Schools are signed up to use the service. TTAS are currently sitting at 80% which is 2% below the national average but far exceeding the KPI. 	<ul style="list-style-type: none"> TTAS has been successful in registering 5 new schools to ASA since the beginning of term 3 (as of 19/01/18). <i>83% engagement for Tai Tokerau – a 4% increase on 2016.</i> <i>Noted: 1 kura kaupapa currently utilises ASA. TKKM noted that they don't contribute to national data. TKKM make up a significant number of schools that are not ASA registered.</i> 122/146 Schools are now signed up to use the service The yearly average is now 85%, a 2% increase from the half-yearly data. TTAS are currently sitting at 83% which is 2% below the National average for the year but far exceeding KPI 4 of at least 65%.

<p>How well?</p> <p>1. Every non-enrolled case that has been open longer than six months has a plan in place to re-engage the student back into a school or legal learning environment (KPI 1)</p> <p>2. Unjustified absence referrals are responded to within within 1 school day (8 ASA hours) of receipt (KPI 2)</p> <p>3. Unjustified absences that are resolved within 22 school days (KPI 3)</p>	<p>100%</p> <p>At least 90%</p> <p>65%</p>	<ul style="list-style-type: none"> • There are currently 38 cases which have been open for longer than 6 months. • The 38 cases represent 19% of our caseload in comparison to the national average of 23%. • This is an overall improvement when compared to 46 cases at the end of 2016. • In order to avoid a repeat of our underperformance in 2016 measures were implemented and we have exceeded this KPI with a 97% achievement rate compared to the national average of 92%. • KPI 3 has been achieved at 68% compared to the national average of 62%. • Our performance at the same time last year was 59%. • Overall we are happy with our service delivery in this particular area and continue to train our staff and encourage them to resolve UAs as early as possible. • We are however still of the mind that this particular KPI should be considered more of a guideline as there are many UAs that are extremely complex and too often require more time than allowed under this KPI. 	<ul style="list-style-type: none"> • There are currently 26 cases which have been open for longer than 6 months. • The 26 cases represent 3.9% of our caseload. In comparison to the National average of 9%. Each case has a proactive plan in place to re-engage the learner into education. (Appendix 1) • This is a significant improvement when compared to the end of year report for 2016 of 46 cases. <i>A very pleasing result.</i> • KPI 2. We are maintaining a 97% performance against KPI. <i>Compared to 82% in 2016</i> • Our KPI 3 for the year is 58%, compared to the national average of 50%. • Our performance at the same time in 2016 was 47% compared to the national average of 58%. • Overall we are happy with our service delivery in this KPI. For the entire year we are tracking higher than the National average and compared with last year's data, are achieving good results.
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		<ul style="list-style-type: none"> • Complexities of all caseworks continue to determine the speed in which an outcome is achieved and where the time frame of 22 days is exceeded an innovated robust plan is required. • A contributing factor is that some schools are referring learners when they are close to 20 days absent, not giving our team time to work with the learner to return to school within 22 school days. It is far more difficult to re-engage learners into any form of education in the last term of the year. • A shared view among service providers is that this KPI ie. being measured by how quickly one closes a case does not accurately reflect the quality of the work and measures output as opposed to outcome.
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Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
1. Describe some highlights from the period.	
<p>Team Performance</p> <ul style="list-style-type: none"> - Overall the team have performed well in the first half of 2017 exceeding all KPIs - UAs are being actioned proactively, processed in a timely fashion and the older UAs are being closed satisfactorily. - Older NEN numbers are declining and external agencies are being engaged sooner to try and address contributing factors to non-enrolment. <p>Rock On Committees</p> <ul style="list-style-type: none"> - Established in Whangarei, Kawakawa, Paihia, Kerikeri, Kaikohe, Okaihau and Kaitaia. - Schools and community now driving the Rock On Kaupapa and TTAS are able to provide a support role. - Of particular note is the growing momentum and success of Rock ON in Kaitaia with regular attendance from Police and Oranga Tamariki. <p>Relationship Development</p> <ul style="list-style-type: none"> - We have a continued focus on strengthening our relationships with Oranga Tamariki throughout Northland, the increase in complex cases is leading to an increase in reports of concern being made and subsequent s.19 referrals for FGC. - We continue to make referrals to WINZ for those whanau who are in receipt of a benefit and failing to meet their social obligations. This is 	<p>Team Performance</p> <ul style="list-style-type: none"> - Overall the team have performed well this year exceeding the majority of our KPI's and a vast improvement on our 2016 report. - A majority of the UAs are being actioned proactively, processed in a timely fashion and the older UAs continue to be closed satisfactorily. - Older NEN numbers are continuing to decline and external agencies are being proactively engaged sooner to work on addressing the contributing factors to non-enrolment. <p><i>Positive feedback for how the team managed during the time of management change.</i></p> <p><i>Objective reporting required to analyze/measure some of the reporting objectives.</i></p> <p>Rock On Committees</p> <ul style="list-style-type: none"> - Continue to work well for most schools in Whangarei, Kawakawa, Paihia, Kerikeri and Okaihau. - The majority of schools and their communities continue to drive the Rock On kaupapa and TTAS provide a support role.

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
<p>still confined to Whangarei and we are unsure at this stage how quickly it can be implemented throughout the region. The success of this referral process has been evidenced in a number of cases which has resulted in whanau engagement who previously refused to engage.</p> <p>Staffing Changes</p> <ul style="list-style-type: none"> - Appointed FTE based in Whangarei - Team Leader 9(2)(a) resigned effective 31st May 2017 - 9(2)(a) providing back fill as Acting Team Leader 	<ul style="list-style-type: none"> - The Kaitaia Rock On committee has stalled with Oranga Tamariki taking control and some of the school have disengaged in the process. TTAS are working with MOE and the lead school to regain focus and momentum for 2018. <p><i>Challenges noted re: difficulties of Rock On process in Kaitaia</i></p> <p>Relationship Management</p> <ul style="list-style-type: none"> - We maintain a continued focus on strengthening our relationships with Oranga Tamariki throughout Northland, even through the Kaitaia Rock On committee stalling. The increase in high complex cases is increasing in reports of concern being made and subsequent s.19.14b referrals for FGC. - A good working relationship with Oranga Tamariki is in progress to enable staff to be more proactive in moving through the fgc process with the FGC Co-ordinators. In some areas this is more developed than others. - We continue to make referrals to WINZ in the Whangarei area, the success of this referral process is evidenced with engagement from whanau who previously refused to engage. <p><i>Discussion held re: sec 19 referral process</i></p> <p><i>Question raised re: the reason for utilizing this process.</i></p>

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
	<p>Staffing Changes: 9(2)(a) resigned effective 13.10.18</p> <ul style="list-style-type: none"> - 9(2)(a) and 9(2)(a) have been providing back fill as co-supervisors until 14.02.18 - 9(2)(a) FTE Team leader commenced 07.02.18 based in Kaikohe.
2. Describe barriers that have been encountered.	
<p>Schools</p> <ul style="list-style-type: none"> - Some schools continue to refuse students enrolment for reasons other than exclusion. This is an area we are continuing to work on with MOE however the problem does not seem to be improving. - Despite our best efforts to promote the service and process to schools, some of them continue to refer without supporting information, are slow to make UA referrals, are slow to provide attendance records for monitoring purposes and have a general misunderstanding of our service and process. This is an ongoing work in progress as we are committed to building strong and lasting relationships. <p>Alternative Education</p> <ul style="list-style-type: none"> - For the first half of the year and the majority of 2016 a large number of students were waitlisted for extended periods of time which has led to further and more entrenched disengagement from education. The reason for such long waiting times can be attributed to limited spaces, human resources and interschool bureaucracy. - It has also come to our attention that a growing number of secondary 	<p>Schools</p> <ul style="list-style-type: none"> - Several schools continue to refuse students enrolment for reasons other than exclusion. We are working closely with MOE, however the problem is not improving. <p><i>TTAS team leader to track schools that refuse to enrol.</i></p> <ul style="list-style-type: none"> - Some schools, new to our process refer UA students without supporting information, we are working with them to help them understand what their responsibilities are as the referring school. <p><i>Urges the importance to receive information at the time of referral to identify previous interventions.</i></p> <ul style="list-style-type: none"> - Some of our more current schools are slow to make UA referrals, sometimes do not refer as UAs at all, whereby the learner automatically becomes a NENs referral, are slow to provide attendance records for monitoring purposes and still have a

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
<p>schools are routinely requesting that students first attend Alternative Education on a trial period.</p> <p>Complex Cases</p> <ul style="list-style-type: none"> - There has been a noticeable increase in complex cases over the past year and we are noticing a high number of learners with behavioural issues and learning difficulties. These particular learners are hard to place as schools often refuse entry and seem unwilling to work collectively and support the learner's reengagement in education. The options for learners of this caliber are limited and as a service we are concerned about their future prospects. <p>Social Issues</p> <ul style="list-style-type: none"> - Poverty, unemployment, homelessness and transience continue to be a barrier for whanau that we work with. <p>Advisory Group</p> <ul style="list-style-type: none"> - The Advisory Group is currently undergoing a restructure. We are committed to having the right people around the table who accurately represent a cross section of the rohe we work in. - The majority of our referrals (84%) are of Maori decent and it is essential that members of the advisory group are equipped to provide the service with a strategic direction to address this issue. <p>Whanau/Student Refusal</p> <ul style="list-style-type: none"> - We have a number of older cases where whanau have refused engagement, become completely alienated and have been referred to the Ministry. As a service we believe that we have exhausted all avenues and await direction from the Ministry regarding further 	<p>misunderstanding of our service and processes, despite our best efforts to educate them. We are a work in progress and are committed to building stronger working relationships with all schools.</p> <p>Alternative Education</p> <ul style="list-style-type: none"> - Large numbers of students continue to be waitlisted for extended periods of time, which has led to further and more entrenched disengagement from education. This is attributed to limited physical and practical spaces, human resources and safety of staff and interschool bureaucracy. - A growing number of secondary schools continue request that students first attend Alternative Education on a trial period. <p><i>Frustrations noted re: continual waiting list</i></p> <p>Complex Cases</p> <ul style="list-style-type: none"> - For the second half of this year there is a rise in complex cases of learners with serious social, behavioural issues and learning difficulties. These learners are hard to place and schools are refusing entry, seem unwilling to work collectively to support the learner's reengagement in education. The options for these learners are very limited and we are concerned for their future prospectes. <p>Social Issues</p>

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
<p>action and/or prosecution.</p>	<ul style="list-style-type: none"> - As with the half yearly report, poverty, unemployment, homelessness and transience are prevalent throughout the entire year. We have had an increase in more complex issues involving cases of attempted suicide, abuse and assault resulting in more Reports Of Concern to Oranga Tamariki. These all contribute to the barriers for whānau that we work with. <p>9(2)(a)</p> <p>Advisory Group</p> <ul style="list-style-type: none"> - The Advisory Group is undergoing restructuring. We are committed to having the right people around the table. Once our new Team Leader is inducted into his role, he will be able to identify and work with key stakeholders who accurately represent a cross section of the rohe we work in, with a strategic direction to address the issue of the 84% over representation of learners who identify as being Māori. <p><i>This is in the contract to review the business plan. Previous advisory groups had little success. Due to peripheral discussion dominating the meetings. The key is to keep people engaged.</i></p> <p>Whānau/Student Refusal</p> <ul style="list-style-type: none"> - We are still working through this process with MOE. We have had engagement success with several whānau on the Karikari Peninsular, working collaboratively with MOE and Home Schooling Association, however these are highly complex cases and they need

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
	<p>to be treated gently.</p> <ul style="list-style-type: none"> - <i>Progress is being made in the</i>
3. Describe enablers that have been encountered.	
<p>Relationship Development</p> <ul style="list-style-type: none"> - We continue to develop and strengthen interagency relationships in order to deliver an improved service for learners and their families. - In order to reengage learners we aim to develop an education action plan. In order for this to work however we need to identify the learner's whanau barriers to education. Once this is achieved we are able to make the necessary referrals that will ensure the whanau have the right type of support which in turn will enable the realization of any goals outlined in the education plan. <p>Alternative Education</p> <ul style="list-style-type: none"> - Increased places and spaces throughout the North have been warmly received. Towns such as Kaitaia, Kerikeri, Kaikohe and Whangarei have benefited from the establishment of new classes and programs. Demand is on the rise for Alternative Education options throughout our region where most providers are at capacity. <p>Interagency Hui</p> <ul style="list-style-type: none"> - These hui provide an opportunity for various professionals case consult kanohi ki te kanohi and collectively address issues. This tool can be used to focus on an individual learner, whanau, hapū and/or wider community issues at hand. 	<p>Relationship Development</p> <ul style="list-style-type: none"> - We are continually developing and strengthening interagency and community agency relationships to deliver an improved service for learners, their whānau and families. In addition to identifying the learners and their whanau barriers to education, we need to identify what their motivational programmes are and how to tap into this, this will form the strategies that will inspire whanau/families to place more value on their tamariki education. Once this is achieved we will be able to make the necessary referrals that will ensure the whānau have the right type of support which will in turn enable the realisation of any goals outlined in their education plan. - New working relationships have been forged with services in Whangarei and the far north. - FAMILY WORKS – Advisors refer Learners for Counselling support & Social working with the whanau - WHANGAREI CITY SAFE

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
<p>Staff Supervision</p> <ul style="list-style-type: none"> - Staff have regular supervision with management and peers to share concerns, seek advice and collectively work through complex cases. This is an opportunity to raise concerns, share solutions and escalate cases that have become too complex in nature and require further action from management. 	<ul style="list-style-type: none"> - JIGSWAW – TTAS are using this Service often they provide Whanau support, Counselling for Learners we refer - YOUTH HORIZON – TTAS has Learners who are attached to Youth Horizon who are presented with Behavioural & Mental Health issues - TE ORA HOU – (THE BOYS & GIRLS CLUB) Relationship has been developed with TOH (The Boys/Girls Club) however we are unable to refer due to Placement Contract with Youth Court, therefore our Learners are placed on waiting list. - FALE PACIFICA – Relationship developed. Service is limited - TE HAU AWHIOWHI O OTANGAREI TRUST – Te Hau Awhiowhio provides support with our Learners who are attached to Youth Justice <p>HEALTH PROMOTION SERVICES –</p> <ul style="list-style-type: none"> - MANAIA PHO – TTAS involved in monthly Hui when able to attend - MIRIAM CENTRE – Referrals or discussion regarding Learners take place regularly - TE ROOPU KIMIORA – Referrals or discussion regarding Learners take place regularly

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
	<ul style="list-style-type: none"> - NGATI HINE HEALTH – Referrals or discussion regarding Learners take place regularly - TE HAU ORA O NGĀPUHI. <p><i>Noted network focus is on Whangarei. Far, Mid north missing as is Dargaville.</i></p> <p>Alternative Education</p> <ul style="list-style-type: none"> - There is a growing trend from some schools to refer learners 'in the too hard basket', directly to Alt Ed. Spaces, although increased, are still falling short of the number of students on 'wait list' in some areas. <p>Interagency Hui</p> <ul style="list-style-type: none"> - These hui are good for kanohi ki te kanohi interaction and often confusion is cleared up directly and useful action in a timely manner is often the outcome of these inter-agency hui. <p>Staff Supervision</p> <ul style="list-style-type: none"> - Staff have regular supervision on a weekly basis with management and peers. This has been most useful and supportive within the 'interim team supervisors' role for the past 6 months. - Support, advice, sharing concerns, collectively working through complex cases and professional development has been occurring

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
	<p>during supervision with a focus on the continued effective use of strategies developed through terms 1 and 2 of this year.</p> <p><i>Regular supervision for those staff based rurally, high importance.</i></p>
4.	
<p>Complex Social Issues within the home</p> <ul style="list-style-type: none"> - Whilst this is not a new trend, it is on the increase and consists of family transience, high levels of unemployment, poverty, drug and alcohol abuse, domestic violence, solo-parenting, homelessness and homes where parents have very little if any control of their children. <p>Increase in learners with high needs.</p> <ul style="list-style-type: none"> - We are seeing more and more learners with serious behavioral issues and/or learning difficulties. - We are finding it increasingly harder to reengage these learners in schools. Principals are reluctant to take them on without the right types of support in place and it is unclear who is responsible for providing the supports required. - We continue to work with Learner Support but this is not always straightforward and in some situations the wait time is extremely long. <p>Maori still overrepresented in Northland's truancy statistics</p> <ul style="list-style-type: none"> - This is an ongoing trend partly attributed to the size of the Māori population in the region but it is still a concern to us. We ensure that we are equipped to work with whānau Māori in manner that is mana 	<p>Complex Social Issues within the home</p> <ul style="list-style-type: none"> - This is definitely on the increase and our staff are dealing with more social complex issues as in the half yearly report which are now including suicide or attempted suicide. - Our staff are submitting more Reports of Concern and working more closely with Oranga Tamariki. <p>Increase in learners with high needs.</p> <ul style="list-style-type: none"> - Learners with high needs are waiting for enrolment into school or correspondence. There is limited capacity for school to accept high needs learners. - We are working with Learning Support to find a way for our learners to be re-engaged into education. This is not always straightforward and in some cases wait time is extremely long. <p><i>Encourage utilization of RTLB & IEP's</i></p> <p>Māori still over represented in Northland's truancy statistics</p> <ul style="list-style-type: none"> - Māori are still 84% over represented in the statistics. Work is required to create strategies that will inspire and motivate Māori learners to remain in and achieve in education. - Our service ensures that we are equipped to work with Māori whanau and learners in a manner that is mana enhancing, exercised

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
<p>enhancing, exercised with manaakitanga and directed by our tikanga.</p> <ul style="list-style-type: none"> - We look forward to working with an advisory group who are skilled and passionate about addressing non-attendance for Maori in Taitokerau. <p>Schools refusing entry.</p> <ul style="list-style-type: none"> - In previous years this was identified as a barrier but it is now becoming an issue and we have noticed a trend where schools are refusing entry for reasons not always disclosed to us. This information is fed back to our MOE Relationship Manager as and when it occurs. 	<p>with manaakitanga and directed by our tikanga.</p> <p>Schools refusing entry.</p> <ul style="list-style-type: none"> - This is a barrier and an issue for several of our staff. We have had MOE advisor work with us to get the learner enrolled into their school, but the Principal still refuses to enroll the learner. Our staff have been working on several support strategies, but still no enrolment.
5. Describe proactive initiatives that you have undertaken.	
<p>WINZ/TTAS Partnership</p> <ul style="list-style-type: none"> - We are continuing to develop this relationship, currently we have the ability to make referrals to WINZ in Whangarei and are working on a strategy to roll this out throughout the main town centres including Kawakawa, Kaikohe, Kerikeri, Dargaville and Kaitaia. - This initiative is still relatively new and its success has been varied. - The majority of whanau have been very receptive and willing to work with us. - Of particular note is a mother who after being summoned to a meeting at WINZ discovered that she had been underpaid for years, she was back paid and began to receive her proper entitlement. 	<p>WINZ/TTAS Partnership</p> <ul style="list-style-type: none"> - Progress is varied with the WINZ/TTAS partnership in Whangarei. There has been no progress with the other sites in our region. This would be a good project for our new Team Leader to drive. W&I (Work & Income) <p>Rock On</p> <ul style="list-style-type: none"> - Kaitaia Rock On stalled in term 3 and 4, it was taken over by the site manager of Oranga Tamariki, several schools in the area disengaged. The Principal of Kaitaia College is now taking the lead

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
<p>Rock On</p> <ul style="list-style-type: none"> - Most centres in our area now have functioning Rock On Committees with the exception of Whangaroa, Dargaville and Opononi. We will continue to work with these schools to identify and develop a system that works best for them and their respective communities. - Kaitaia is fully up and running independently of TTAS. There is a large group of participants with regular attendance by the Police and Oranga Tamariki. - Whangarei Central is also running independently and although the primary school cluster's meetings have come to a halt, those kura will be invited to attend the established regular Whangarei Central monthly hui. <p>Oranga Tamariki</p> <ul style="list-style-type: none"> - We are working with the Oranga Tamariki offices in Kaitaia, Kaikohe, Dargaville and Whangarei to ensure that we work collectively and share information. - We have scheduled meet and greets with site managers, new staff and FGC facilitators. - Attendance Advisors have been trained to make Reports of Concern promptly and without hesitation. 	<p>into the 2018 school year and TTAS will have a supporting role. Whangaroa, Dargaville and Opononi are still not involved in the Rock On process and this will need to be followed up in the new school year.</p> <p>Oranga Tamariki</p> <ul style="list-style-type: none"> - We continue to work with and alongside staff of Oranga Tamariki, with the increase of ROC and <u>s19.14b</u> referrals, there is a greater working relationship with the FGC coordinators and respective SW. - Fortnightly sharing, meet and greets to discussion as to how best OT & Attendance Service are able to support Learner & their whanau that are referred.
6. What changes to personnel and/or subcontractors engaged in the delivery of the Service have occurred?	
<p>Team Leader 9(2)(a) resigned May 31st</p> <p>9(2)(a) (Acting Team Leader) Maternity leave in October</p>	<p>9(2)(a), Acting Team Leader resigned effective 13th October.</p> <p>9(2)(a), Team Supervisor South team (Whangarei and Dargaville)</p>

Is anyone better off?				
Provider Summary Report - Narrative Report				
Half-yearly review		Annual 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		
Te Puawai Hiki FTE in Whangarei area		until 14.02.18 9(2)(a), Team Supervisor North team (Bay of islands, north to Te Hāpua) until 14.02.18 9(2)(a), FTE Team Leader, Based in Kaikohe. 07/02/18		
7. Please attach two short case studies (not used in a previous report, with no identifiable details): a. a success story, including background/context, what did you do, what was the outcome b. an active complex case, including background/context, what you have done, difficulties encountered.				
8. Any other key points from the reporting period? (optional)				
NA		NA		
9. 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?
Kaikohe Intermediate Focus Group	Kaikohe	12	Monthly	Yes
Northland College Rock On	Kaikohe	7	Monthly	Yes
Okaihau Rock On	Okaihau and surrounding area	7	Monthly	Yes
Bay of Islands College Rock On	Kawakawa	5-7	Monthly	Yes
Kerikeri Rock On	Kerikeri	7	Monthly	Yes

Is anyone better off?					
Provider Summary Report - Narrative Report					
Half-yearly review			Annual 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		
Bay of Islands Primary Rock On	Bay of Islands	7	Monthly	Yes	
Opononi Agency Hui	South Hokianga	6	Monthly	Yes	
Kaeo Interagency Hui	Whangaroa	10	Monthly	Yes	
Kaitaia Rock On	Kaitaia	8-10	Monthly	Yes	
Mangakahia Rock On	Mangakahia and surrounding area	6-7	Monthly	Yes	
Whangarei Central Rock On	Whangarei Central	9	Monthly	Yes	
Kamo Rock On	Kamo	9	Monthly	Yes	
Whangarei City Safe	Whangarei wide	8	Monthly	Yes	
Onerahi Rock On	Onerahi	5	Monthly	Yes	
Bay of Islands Iwi Police Advisory Hui	Kawakawa	10	Bi-monthly	If we put it on the table.	
Whangarei Community Networkers Meeting	Whangarei	10	Bi-monthly	Not unless we table it	

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	Date:	
	Name:	
	Position:	

Annual contract review report due date	Signed:	
Before the end of February	Date:	
	Name:	
	Position:	

9(2)(a)

Released under the Act

9(2)(a)

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9(2)(a)

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9(2)(a)

National Urban Māori Authority - Te Roopu Awhina

APPENDIX 13– Half-yearly and annual contract review template

Half-Yearly and Annual Contract Reviews			
Template to be completed for each service area			
Reporting measure description	Objective	Report actual	
		Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
How many?			
1a. Number of schools in the Attendance Service catchment region	NA	203	203
1b. Proportion of schools in the Attendance Service catchment region who are registered ASA users (KPI 4)	At least 65%	KPI achieved – in the last review the percentage was at 73%. Current data shows 77% of schools within the Wellington Region are registered to ASA.	KPI achieved – in the last review the percentage was at 77%. Current data shows 82% of schools within the Wellington Region are registered to ASA.

<p>How well?</p> <p>1. Every non-enrolled case that has been open longer than six months has a plan in place to re-engage the student back into a school or legal learning environment (KPI 1)</p> <p>2. Unjustified absence referrals are responded to within within 1 school day (8 ASA hours) of receipt (KPI 2)</p> <p>3. Unjustified absences that are resolved within 22 school days (KPI 3)</p>	<p>100%</p> <p>At least 90%</p> <p>65%</p>	<p>The data from last review was 103 cases open in state 3 with 22 NEN's open for 6 months or longer. Currently data shows 63 cases open in state 3 with 13 NEN's open for 6 months or longer: there are directional plans in place for these referrals.</p> <p>The data from last review was 88% with current data showing 91%.</p> <p>Whilst this KPI was non-achieved this KPI has slightly improved from 23% and to now 31%. The barriers and issues written in this report contribute to this not being met including continuation of receiving referrals from schools at a lower nonattendance rate where there is considerable relationship breakdowns being identified. We will continue to work on improving this KPI.</p>	<p>The data from last review was 63 cases open in state 3 with 13 NEN's open for 6 months or longer. Current data shows 163 cases open in state 3 with 16 NEN's open for 6 months or longer: there are directional plans in place for these referrals. Note: some immigration nen's are coming in with no up to date details that can impact and since this data some have been closed off.</p> <p>The data from last review was 91% with current data showing 95%. Note standard working days no longer apply with some referrals being received prior to and outside of normal 8 ASA work hours. – we do allocate outside of work hours.</p> <p>Whilst this has not been achieved with data showing 30%, we have now a plan in place for 2018 which will assist in meeting this KPI. The plan has a set focus on:</p> <ul style="list-style-type: none"> • the 22-day set timeframe • whether on receiving a referral it should be a U/A vs a NEN based on non-attendance percentage when the referral is received • we are ensuring schools are aware these need to be closed off and they are to continue the monitoring and
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Released under the Act

			engagement building with student, family/whanau.
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Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
1. Describe some highlights from the period.	
<p>NUMA: Te Roopu Awhina ki Porirua:</p> <p>A variety of highlights are happening within and outside of the AA team, with the below being identified over this reporting period:</p> <ul style="list-style-type: none"> • The change to the AA team working fully mobile has positively impacted on managing our caseloads and reducing workplace stress. • The AA team continues to hold a strong focus on revising our work practice together to maintain a responsive approach when working referrals to further improve engaging family/whanau for best outcomes to be reached. • Collaboration with other agencies: both NGO and Government is proving to be valuable around addressing the surrounding barriers and issues that are contributing to nonattendance to school. • Working alongside Police during this period has been more frequent due to the increase of presenting issues and again the support we are receiving from Police has been positive around assisting with dual visits, information sharing for safety reasons and vice versa we are able to assist Police around where matters sit for some youth within education; Youth Aid Police will place enquiry to us on what options could be available for young people they are working with that we don't hold referrals for. 	<p>NUMA: Te Roopu Awhina ki Porirua:</p> <p>A variety of highlights continue to happen within and outside of the AA team, with below being identified:</p> <ul style="list-style-type: none"> • The AA team continues to feel the positive impact of working mobile, there has been strong focus and review over this reporting period around consistency of practice team wide, which is now being achieved. • The ability of the AA team to receive a variety of referrals including high complex needs, disability, disengagement to school/community and the individual creativity of the AA's that goes into finding viable solutions is a highlight: team hui is utilized to problem solve where need be. • Naenae College in terms of progression from their vision Te Whanau Tahi which also links to their marae on school grounds, has been outstanding. They are working to minimize gaps, the referrals we receive are worked fully in partnership with school and we are experiencing minimal non-enrolments from this college. • MOE Psychologist 9(2)(a) encourages referrals to attendance services, understands our role and works effectively in a partnered approach on our high complex needs identified students with good results being achieved.

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<ul style="list-style-type: none"> • Having our MOE Senior Advisors to liaise with when options are starting to become exhausted enables other pathway considerations thereafter step processes with background support happens as the result of these conversations. • Re connecting with youth who have been a past referral that are now more settled and are sharing what they have been completing with a sense of pride is encouraging. 	<ul style="list-style-type: none"> • The Horowhenua region have been excellent around referrals and working in a partnered multi agency approach for improved outcomes. • Horowhenua schools continuing to work in a proactive multiagency partnered approach which is creating sound wrap around support and outcomes. • Porirua Schools voicing their opinions to MOE, enabling us an opportunity to revise processes, procedures and practice for improved all around practice and provide understandings of attendance service to the relevant parties for improved all around understandings which is starting to happen. • Aotea College have been working proactively around maintaining their students to stay within education and are another college where 5 years ago we would receive a volume of NENs. now best pathways and utilizing external services, course providers has changed this around to very minimal nen's coming through. They have also established the best timing to place through a referral to attendance services with the view prevention is likely to be more successful than intervention. • MOE National office clarifying around ASA and the non-requirement of date inputting on referrals, resulting in the removal of a barrier for some schools who were expressing they were non-referring due to this.

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	<ul style="list-style-type: none"> Being a part of proactive collective partnerships in a multiagency approach for the betterment of family/whanau and maintaining young people within education Continued highlight is identifying and observing the potential of students and enabling them to have vessel to have a voice and be listened too for improved outcomes.
2. Describe barriers that have been encountered.	
<p>Wellington:</p> <p>We are experiencing a continuation of an array of barriers presenting with this significantly contributing to non-engagement/non-attendance to school that impacts on KPI 3.</p> <p>Maintaining strong focus on identifying the barriers of nonattendance and re engagement of young people back into education is a team priority. The complex issues we are experiencing require us to continue upskilling and expanding our understandings to further enhance our engagement for required outcomes to be met:</p> <p>Within this reporting period we are experiencing an increase of outright refusal to go to school, processes and procedures within schools not being always followed, delays when referrals are held with external agencies</p>	<p>Wellington:</p> <p>There is a continuation of receiving referrals with complex background issues/barriers, low percentage attendance rates starting from 16% up on receiving a referral, leading us into an area where it no longer is non-attendance to school but disengagement to education.</p> <p>There is a continuation of schools not being consistent around referrals nor in cases being aware of when to refer, which is a significant barrier when you consider we are now increasingly working with students disengaged to education vs being a non-attende. Is this acceptable?</p> <p>In terms of what the barriers are being encountered, I have taken it one step further back. Student attendance to school falls to the responsibility of the home, school board of trustees and school management with it being</p>

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<p>therefore the following areas are where we are identifying a need to hold more in-depth knowledge around:</p> <p>Ministry of Education:</p> <ul style="list-style-type: none"> • Educational pathways including available support services • Process of stand downs, suspensions and exclusions • Process of elx and approval for Te Kura applications, Regional Health School • Avenues such as interim response funding • Ka Hikitia and Hautu being the maori cultural responsiveness review tool • Ministry of Education Act 1989 <p>Ministry of Vulnerable Children Ora Tamariki:</p> <ul style="list-style-type: none"> • Report of concerns • Process of Youth Justice and Care and Protection FGC's • Process of referral management: roles and responsibilities • Process of section 48's: MVCOT and Police <p>Ministry of Justice:</p> <ul style="list-style-type: none"> • Processes of youth court • Knowledge of non-association orders and curfews: where identified youth cannot be in the same learning environment as per court directive affecting some of our referrals under youth justice 	<p>known nonattendance to school has direct impact around student learning and academic levels:</p> <p>Board of trustees:</p> <ul style="list-style-type: none"> • Board of trustees are required to ensure their students are at school daily and set their charters at <u>85% of attendance to school</u> being the benchmark. • This is passed to the school to manage via Principal's; here is a potential gap if boards and principals are not having effective, realistic korero around individual attendance to school and/or are not potentially discussing this as part of raising student achievement, resulting in students becoming disengaged and falling off educational pathways. • A board sets 85% of attendance as acceptable on their charter; are there discussions being held around what are the board expectations of when to refer to attendance services to minimize students falling to an unacceptable level of attendance? • Do Board of Trustees have understandings of how attendance service works? • How does MOE, NZSTA fit into this for these gaps to be minimized? <p>Schools:</p> <ul style="list-style-type: none"> • Despite the continued korero over the last 5 years there remains to be a level of difficulty around understanding for some schools on when to refer a student to attendance services.

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<p>Ministry of Health:</p> <ul style="list-style-type: none"> • Understanding different aspects of disability and supports that are available • Knowledge of the local NASC and getting funding allocation reviewed to assist with forming a creative curriculum to meet the needs e.g. options around possible "buddy supports" via the appropriate agency (Idea Services or CCS) to assist with the necessary life skills to participate in school and community that can improve attendance to school • Knowledge of DHB's processes and criteria to assist our youth suffering from mental health issues including suicidal tendency and self-harming • Knowledge of the effects of drug and alcohol harm <p>We constantly are trying to gauge an understanding of what other "up and coming barriers or trends", are coming through that affect our local areas as roll-on effects happen that potentially cross over to contribute to nonattendance to school. A good example being recent methamphetamine issues within community, where we have experienced youth as young as 14 partaking in this.</p> <p>We utilize the community law center resource: "Know your rights a guide for parents and students" as a guidance resource when required.</p>	<ul style="list-style-type: none"> • There continues to be inconsistency around identifying what students are non-attending and/or now are disengaged to education. • There hasn't appeared for some year 9, 10 students the use of RTLB, IRF on referrals being received that could have benefited from this support. • There continues to be barriers on a student returning via attendance services that the school/s are not maintaining the relationship with the student and/or family, whanau. • There have been expressions where students/whanau are being directly informed they are not wanted in the school, by use of emphasis that your child will be "stood down/suspended/excluded" next time so a fresh start elsewhere could be good. This is of no benefit around encouraging students to stay in education. • PB4L schools should be more aware of what is available to them as frequently nonattendance and a level of behavioral problems tend to go hand in hand for obvious reasons around anxiety, not having strong relationships etc. so supports required. <p>Ministry of Education:</p> <ul style="list-style-type: none"> • Not having enough information on the role of the Senior Advisors in terms of nonattendance issues and/or schools not following correct process, procedures. Some of these required conversations are being placed back to attendance services however more benefit could happen if some of these conversations were happening either

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<p>Barriers around Alternative education:</p> <ul style="list-style-type: none"> • Family/whanau have expressed experiencing mistruths during conversations when with alternative education lead persons that has caused confusion around accuracy of events and relationship breakdowns (HVAC) • Alternative Education reaching capacity, generating wait lists to gain entry creating difficult situations around meeting the needs of students and attendance to school. • Placing like minds together who all have difficult background issues, can delay and/or further push some students back around becoming independent and/or to learn new ways for progression back into mainstream. • Limited number of experienced persons working within some alternative education environments creating difficulty around understanding and managing behaviors, effective engagement which is where we see continued nonattendance happening as an outcome. • A lack of transition planning from alternative education back to mainstream creating non-sustainable return • In some alternative education centers the removal of transporting students has impacted on regular attendance. 	<p>alongside and/or by MOE Senior Advisors as part of raising student achievement conversations.</p> <ul style="list-style-type: none"> • Information around initiatives that are also working on increasing achievement to school such as Kāhui Ako and who has what role to play is not coming to attendance services that can create us being on different pages and at times duplications of work happening. This is potentially creating gaps where misunderstandings can happen. <p>Barriers around alternative/YG education:</p> <ul style="list-style-type: none"> • Students not being strengthened and transitioned back into learning when in alternative education in some areas • The attached "school" to the student not fulfilling their requirement around visiting and maintaining connections when they are at alternative education so effectively students feel non-supported and confidence drops around a re return to mainstream • Closure of the YMCA YG programme based in Porirua created a gap. • Recognized is not enough alternative pathways for students not finding mainstream suitable for their needs; this is consistently increasing so more needed around this area as hard to place young people into relevant areas when the options are not there and refusal to return to school is happening. • Alternative education refusing students due to previous dealings with student or a perceived difficult mix of students

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<p>Barriers within schools:</p> <ul style="list-style-type: none"> Unjustified absence referrals continue to be submitted when students are at a low attendance percentage rate e.g. between 30-60% which can make working the referral more challenging on the basis this is an intervention vs preventative approach required and more creativity around securing engagement. At this point we are finding the engagement between school and home is disengaged which needs to be worked through with a high level of consideration and care. A lack of knowledge around how to best utilize services to work alongside family/whanau A lack of consistency around submitting unjustified referrals: not all students are identified and referred, we are experiencing some youth being role removed in place of an unjustified absence referral being submitted. Incorrect processes around roll removal of a student: in cases students have exceed not been there for 21 days and remain on the school roll with no unjustified absence referrals being submitted A lack of monitoring/follow up particularly at college level by school around students leaving school grounds and non-returning back to school Schools not completing all necessary steps prior to a referral being made which can include family/whanau not being informed a referral has been submitted 	<ul style="list-style-type: none"> In some alternative education centers the removal of transporting students has impacted on the consideration of that center as transport is difficult in some situations due to costs involved <p>Additional barriers around schools:</p> <ul style="list-style-type: none"> Unjustified absence referrals continue to be submitted when students are at a low attendance percentage rate e.g. between 16-60% which can make working the referral more challenging on the basis this is an intervention vs preventative approach required and more creativity around securing engagement. At this point we are finding the engagement between school and home is disengaged which needs to be worked through with a high level of consideration and care. A lack of knowledge around how to best utilize services to work alongside family/whanau continues. A lack of consistency around submitting unjustified referrals: not all students are identified and referred. We continue to experience some youth being role removed in place of an unjustified absence referral being submitted. Incorrect processes around roll removal of a student: in cases students have exceed not been there for 21 days and remain on the school roll with no unjustified absence referrals being submitted Incorrect processes around stand downs, suspensions: we have experience students being sent home with no actions e.g. one

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<ul style="list-style-type: none"> Despite the vulnerable children's act, we continue to experience a resistance for MVCOT report of concerns to be made where there are significant flags around safety of a child On referrals being received the required information we are needing to know is not known by schools, which identifies to us barriers around a lack of knowledge of individuals within school community caused by a lack of effective engagement Incorrect stand down/suspension processes being followed leaving youth to be at home with no indication when they can return to school nor what their rights are in these situations Unreasonable focus in some cases around incorrect uniform by schools which is creating students to not come to school if they cannot afford and/or find all uniform items In some cases, unreasonable approaches by teaching staff to students causing students to react back by nonattending certain classes and/or acting out It's not being recognized in schools you cannot treat an 18-year-old student in the same way as a 13-year-old and vice versa as engagement and expectations need to be relevant to age Schools have suggested student/s leave school and enroll elsewhere. This is not engaging nor motivating for youth to return and this can generate feelings of rejection Addressing issues around bullying not being effectively worked through, which includes schools that are deemed "restorative schools" or PB4L. 	<p>referral was sent home under neither a stand down nor suspension and school not coming back to parent on what is happening, this required support from others to get a resolve – the student not long after left the school.</p> <ul style="list-style-type: none"> A lack of monitoring/follow up particularly at college level by school around students leaving school grounds and non-returning back to school continues to happen. Schools not completing all necessary steps prior to a referral being made which can include family/whanau not being informed a referral has been submitted. Schools not communicating with parent's actions being taken i.e. in some cases roll removal is happening without parents being informed. In some cases, unreasonable, inappropriate approaches by teaching staff to students causing students to react back by nonattending certain classes and/or acting out. Schools have suggested student/s leave school and enroll elsewhere. This is not engaging nor motivating for youth to return and this can generate feelings of rejection. Addressing issues around bullying not being effectively worked through, with senior staff claiming that it has been dealt with yet it is continuing to happen. Requests/suggestions for alternative plans to address these bullying issues from family to school are being ignored/denied as there is denial that bullying is happening from school.

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<ul style="list-style-type: none"> School records not holding up to date contact information for family/whanau Student voice not being asked for and/or heard creating a culture where the desire to learn and being at school affects motivation to attend We continue to see a lack of cultural responsiveness within schools when dealing with family/whanau which is surprising if you allow for Ka Hikitia and Hautu being the maori cultural responsiveness review tool <p>Barriers from services:</p> <ul style="list-style-type: none"> Due to increase of presenting issues service capacity is being tested with wait lists growing Family/whanau being placed into motel/temporary accommodation generating no fixed abode is causing barriers around re enrolment to school for NEN's and creating a level of nonattendance to school for those enrolled to a school MVCOT: care and protection residential homes close their doors at 9am and re open at 3pm, we do find some youth living in these homes are not getting to school with parental follow up difficult as they are within the MVCOT system MVCOT: youth being returned from youth justice facilities are not having their enrolment to schools completed prior to coming back home causing significant delays when schools are not willingly wanting to enroll these students 	<ul style="list-style-type: none"> Schools informing attendance services will place a referral to Mvcof if attendance doesn't increase; this is not pre-discussed with the attendance advisor creating a potential safety risk on home visiting. We continue to seek a lack of cultural responsiveness within schools when dealing with family/whanau. <p>Barriers from services:</p> <ul style="list-style-type: none"> MVCOT: Staff movement/exiting of staff creating a situation where they have been under resourced for most of this year which has generated some delays in referrals being actioned. MVCOT: Not enough accountability being placed back on parents via the correct agencies namely MVCOT. Referrals are being picked up as FGC nonattendance despite there being clear background care and protection issues presenting. There are significant delays to action these processes whilst MVCOT go through their processes, creating situations where the young person continues to not engage in school, sometimes up to 6-month delays. The MOU between MOE and MVCOT has created a couple of barriers more so to the point the correct procedures and processes have been in place for a large amount of time however non-followed and non-understanding of the document has created grey areas to work through. National Office assisted in this matter with clear definitions being provided as result which we will further look at for 2018 when it comes to referrals to MVCOT for truancy.

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<ul style="list-style-type: none"> MVCOT not returning calls or emails within reasonable timeframes in relation to youth non-attending school and/or roll removed from school Experiencing a level of non-professionalism with some services on their views toward family/whanau that are hard to engage and/or are re referrals <p>Barriers from family/whanau:</p> <ul style="list-style-type: none"> Limited support networks for some family/whanau due lack of knowledge of what is available to them Family/whanau being proud so finding it hard to ask and/or accept assistance Family/whanau non-communicating changes of phone numbers to school causing engagement barriers. Winter months including children being wet, coupled with a lack of transport and/or wet weather clothing creates barriers around nonattendance. Families not wanting to engage in another service when they may have a few already involved: family/whanau feel overwhelmed There has been an increase in numbers of gang family/whanau appearing in the Hutt Valley, the barrier here is around the increased time it can take to gain engagement thereafter get a plan in place to move forward towards school engagement, which includes the need to assist in bridging relationships to move forward. 	<ul style="list-style-type: none"> Services agreeing with families on pathways that are inappropriate for the student causing delays on positive results and difficulty in retaining positive engagements Lack of appropriate strategies implemented by the police when they are called for chronic truant students Exhaustion of 'high end' services where no positive result outcomes were achieved thereafter the attendance service is sent the referral leaving us in a position of limited options available MVCOT Family group conferences over the last annual period not being as effective, leading the questions of MOE prosecuting being raised on a more frequent basis. An increase in other services not successfully engaging the family/whanau asking the attendance advisors to complete task that are not within the role of the attendance service. <p>Barriers from family/whanau:</p> <ul style="list-style-type: none"> Disengagement from the learning environment; parents losing trust and/or not having confidence within the school environment which flows down to their children. Winter months and inappropriate housing/heating causing repeated sicknesses. Families not wanting to engage in services as they have had negative experiences in the past and/or have heard negative things from friends, family/whanau. Lack of parental boundaries around gaming and technology usage resulting in excessive use where it effects the young person's

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<ul style="list-style-type: none"> Lack of parental boundaries where we are seeing youth as young as 13 & 14 years of age able to attend parties, drink, smoke and participate in underage sexual relationships which is having impact on mental health/wellbeing and nonattendance to school Condoned absences; here we have a range of background barriers such as: parents leaving early for work & returning late in the evening, responsibilities being placed on eldest child regardless of age, dysfunctional family values where addictions take priority over child's needs, parents unable to make clear decisions for their children, some parents are of the mind that education is unimportant; mental health issues with parents. Disengagement to school where parents are not willing to come to school for a meeting in relation to what is causing nonattendance to school, this indicating there is a disconnect between home and school Parents declining other service assistance for support which also can be due to cultural aspects Family/whanau having a lack of cultural identity can also impact on engagement to move matters forward Parents in denial about issues with their children – fear to push child due to mental health issues Not being able to contact family – will not answer their door and/or no known address 	<p>mental health/wellbeing and results in nonattendance to school. This has been observed to be higher regarding male's vs females.</p> <ul style="list-style-type: none"> Inappropriate housing – families having to live with extended families resulting in too many people under one roof causing stress and education falling secondary to other immediate issues being experienced. Transience – families moving young people around to stay with extended family members, hard to keep track of who is responsible. This can also result in frequent change of school making it difficult to keep track of what is happening with the student Limited support networks for some family/whanau due lack of knowledge of what is available to them. Family/whanau being proud so finding it hard to ask and/or accept assistance. Family/whanau non-communicating changes of phone numbers, non-turning up for meetings to school causing engagement barriers. The barriers of not being able to afford school uniform items and/or extracurricular costs has resulted in examples where students get reprimanded/humiliated from school for incorrect uniform and/or they cannot participate in a sports team which starts to disengage them from their school community; it appears schools are more likely to address these issues with the student vs the parent/s

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Barriers of health/youth issues: <ul style="list-style-type: none"> • Delays in GP services: wait lists for family/whanau to be seen with sick children, in some cases it can take up to 4 -5 days to get an appointment. • Families relocating to new areas are having trouble finding GP services who will take new clients creating a gap where children, youth stay at home until such time they appear better. • An increase in younger teen mothers are presenting, who are not getting an education, from as young as 12 years old: we have a current referral of a young girl pregnant at 12 years who has now been placed to the House of Grace. • Youth suicide and self-harming creates barriers firstly in the time it can take to be assessed and thereafter in the incident of a successful suicide we experienced significant numbers of youth non-returning to school for up to two weeks after the tangihanga • Increase of teenage successful suicides are presenting in the Hutt Valley and open expressions of self-harming happening • Significant barriers presenting around anxiety, depression, self-harming, dyslexia it has been established in some cases we are finding the youth are not engaged in any health service. • Some students have significant difficulty expressing their problems or are not confident to share what's going on for themselves creating areas of difficulty, equally within school environments they can be misunderstood as being difficult as surface issues are focused on only which causes gaps 	Barriers from health/youth services: <ul style="list-style-type: none"> • Delays around assessing young people in terms of youth suicide/self-harming tendencies is a barrier and thereafter in the incident of a successful suicide we experience a flow on effect of significant numbers of youth non-returning to school. • Increase of teenage successful suicides presented in the Hutt Valley and a continuation of open expressions of self-harming happens yet not all are receiving assistance; in some cases, there is disengagement to these specialist services causing them to close off the referral. • Significant barriers presenting around anxiety, depression, self-harming, dyslexia it has been established in some cases we are finding the youth are not engaged in any health service. • Some students have significant difficulty expressing their problems and/or are not confident to share what's going on for themselves creating areas of difficulty, equally within school environments they can be misunderstood as being difficult as surface issues are focused on only which causes gaps • Excessive gaming impacting on young person's mental health and wellbeing (now has been recognized as an official disorder)

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<ul style="list-style-type: none"> Some youth shared the following - "it's cool to be hanging with your mates instead of at school, having a sesh & maybe a coupla beersey's & just hanging out together wherever" – "it's not like anyone can do anything about it" – "did you know we can tell the cops to p... off & no one can do anything about it ... what a joke"; "And guess what else? – If we don't go to a dumb CYFS meeting ... they can't make us". This is an example of how youth are expressing themselves. <p>In summary: For us to be able to work within all the above we need to realize that not everyone can be kept happy as the barriers around nonattendance to school are significant, everyone will not always be on board with what actions are required to get back to school and these barriers are having significant impact.</p> <p>9(2)(a)</p> <p>The background issues and barriers in these referrals remain to be significant with the difficulty being education is a priority however at times not top of the priority list.</p> <p>We are needing to continue to be creative around outright school refusers who fully understand the systems and have sound knowledge on what can and can't happen. In these referrals, there are always indicators of non-connectedness to school for multiple reasonings and/or total relationship</p>	<p>In summary: It is of huge benefit to understand how we all fuse together to minimize gaps and keep students within education otherwise matters continue to be cyclic with no circuit breakers.</p> <p>In reflection of our youth statistics and referrals being received, there is a need to be focusing more around the overall needs of students which includes confidence building, cultural identity, personal identity: "everything that makes them you" e.g. transgender students can experience a level of difficulty within mainstream setting where everything is pre-set to "male or female" domain. Whilst schools are educational domains it is these factors and including financial constraints that are contributing to how connected and engaged students are to their environment which contributes to successful educational outcomes. The world today's teenagers live in appears to be progressing faster than the school environments.</p>

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<p>breakdown of which a portion of schools primarily in college years don't appear too concerned by.</p> <p>MOE having a focus around schools understanding the difference between preventative measures vs intervention could be of benefit and may assist in reducing some of what is being experienced from our end.</p> <p>We also continue to experience within some referrals being the last service in, where there can be up to 10+ other services in ahead of us. If engagement and progress forward hasn't happened it leaves us as the AA service with some very difficult challenges around gaining engagement, generating plans that family/whanau are willing to try and establishing who in fact should be involved as at this point we can't afford to have other service input if family/whanau are going to be let down and/or a level of trust not built.</p> <p>In referrals where there are more than 3 services involved we do frequently encounter confusion over who is the lead agency/worker if communication, roles and responsibilities have not been clearly articulated and boundaries in place. When working in these scenarios we do find some hard conversations are needing to be had, on occasions we request for all to come back in together under a professional meeting to review what is happening including the impacts; whether negative and/or positive is happening for family/whanau. We find it is far too confusing for family/whanau and gaps between agencies are created which can halt any form of progress thereafter the student is still not going to school and parents continue to struggle and/or give up.</p>	<p>It is important to recognize young people should only be required to deal with relevant matters for their age group to reduce stress and keep other matters such as insufficient uniform to be a discussion point with parents. Overall, amongst anxiety, depression, disconnectedness, being behind in learning, participating in drugs and alcohol, family/whanau issues, we are seeing underlying issues of stressed young people, which also contributes to the choices being made, behaviors being displayed so this needs to be improved on to maintain confidence, connectedness to education.</p> <p>Placing a focus on school domains as a center point is logical, the information being raised over the last 5-year period is not showing significant change so again here there are many positives around looking at the "why" is this continuing to be experienced and "how" can this be improved to ensure all our young people are gaining some level of education and schools become more holistic to meet the needs of their students by use of all available resources.</p> <p>Kāhui Ako being formed however there is a lack of information around how this is operating and does attendance services have a role to play within this model?</p>

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
	<p>There is benefit in these conversations being held to assist in minimizing the gaps being identified of where students are non-attending school and/or now disengaging from education.</p> <p>It would be of benefit for some korero to be held with relevant parties such as Board of Trustees, Principals, MOE Senior Advisors, Police and Attendance Services together for discussions to be held on how to best improve matters in a preventative approach vs intervention (referrals being received as low as 16%).</p> <p>We need to keep in mind our students under 16 years, who are starting to have dependency on alcohol, drugs and are falling into the realm of youth justice are not frequent attendees to school hence the importance of increasing collective discussions.</p>

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
3. /Describe enablers that have been encountered.	
Enablers of nonattendance: <ul style="list-style-type: none"> • Condoned absence from schools as the result of behavior's that are hard to manage: students attending school for part days as organized by schools • Condoning behaviors of nonattendance from family/whanau: lack of routines, boundaries and consequences resulting in young people not listening to the adults • Outright refusal of student to attend school: youth are very upskilled around rights, responsibilities and the limited actions that can happen to enforce school attendance to the point where they will run away from home/state call police • Lack of coordination of multi-agency approach and addressing of issues presenting when nearing the threshold of MVCOT: by not challenging the issues and placing in correct pathways it has enabled parent/s to not progress forward and can divide the services prepared to challenge vs those that won't. • Too many services involved at any one time can create family/whanau to become overwhelmed and stressed causing breakdown of engagement to happen thereafter limited progress forward 	Enablers of nonattendance: <p>The enablers of nonattendance from the reporting in the first 6 months of the year is continuing to happen, which is a concern on the basis these matters are being identified, raised up however we are not seeing any indications of any further actions that could assist in minimizing these matters.</p> <p>A couple of new presenting enablers of non-attendance are:</p> <ul style="list-style-type: none"> • Some services/agencies are colluding with the whanau as to reasons of non-attendance, enabling inappropriate pathways and non-attendance • Regarding issues of bullying families have expressed that this not being dealt with appropriately by school resulting in the bullying continuing therefore non-attendance continuing and the student being removed from school altogether by the family. • In some referrals services are accepted however thereafter contact made from the service is avoided by the family and/or the advice being placed forward is non-listened too that includes between services on occasion

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
<ul style="list-style-type: none"> • In some referrals services are accepted however the advice being placed forward is non-listened too that includes between services on occasion • Increase of mental health issues presenting: anxiety, suicidal tendency with a couple of referrals being placed into the mental health rangatahi unit – 13 years old up. • Schools have been enablers by referring in cases when attendance percentages are lower creating more issues in some cases needing to be worked through that also impacts on KPI's • Schools who address incorrect uniform by targeting students individually and publicly addressing them creates situations where if correct uniform cannot be achieved then nonattendance to school can happen in place of receiving this expected negative attention • Schools wrongly accusing students for being stoned, theft creating negative engagement and thereafter nonattendance occurs • Negative groupings of youth who are disengaged from school hanging out together during school hours • Regarding issues of bullying youth are not feeling their voice is being heard nor supports in place to prevent this re occurring 	

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
<p>Enablers of attendance?</p> <ul style="list-style-type: none"> • Family/whanau welcoming referrals to other agencies and services to assist them moving forward - Extended family coming in to support when parents are unable/won't perform parental duties • Family/whanau taking the lead role around re engaging their children back into education with a clear plan and communication guide in place as support • Having a more strategic approach around how to stagger services and placing this forward at relevant meetings thereafter locking it into an attendance plan • Establishing clear boundaries, roles and responsibilities when there is inter agency approach • Students have been enablers: "students assisting students" to come back to school: catching buses together etc. • In some primary level referrals sourcing out carpooling and/or walking buses have been effective • Certain colleges with Naenae College being a good recent example, have been focusing on how to better engage family/whanau with a whole school approach happening and partnership: we are seeing some positive outcomes as a result of this. • Preventative and restorative approach regarding issues such as bullying and relationship break downs • Continuing to practice in a non-judgmental, transparent manner where despite how complex matters are and/or in cases removing 	<p>Enablers of attendance: Is there anything else to add to this?</p> <p>We are still experiencing the same enablers of attendance as per the first 6-month period. It is still notable irrespective of the background family/whanau settings and issues, barriers being face the higher majority do want to see their child with some level of education and to be able to further themselves into another course and/or work.</p> <p>We continue to see students being strong supports to their peers and potentially youth voice is not effectively being tapped into as the students themselves hold some good solutions on how to best improve environments for their own education successes.</p> <p>Staff within school going over and above what they are required to do – making exceptions in circumstances that don't 'fit the mould'. Example: performing home visits where engagement is difficult, providing transport to and from school in some circumstances.</p>

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
the barriers where family/whanau are disengaging for them to feel acknowledged, listened too and empower to make steps forward.	
4. What issues and trends have arisen over the reporting period?	
<p>There have been a differing range of issues of which some are also identified in the above barrier categories and trends across Wellington with examples being:</p> <ul style="list-style-type: none"> • An increase of students affected by Mental Health issues; suicidal tendency and anxiety is continuing to happen • Issues with school records not holding current contact information of family/whanau remains to be an issue • Schools role removing despite plans being generated: potentially a way of removing unwanted students continues to happen • Inconsistencies around referrals to attendance service: we are receiving NEN's for continual absence however no prior unjustified absences have been generated from the same school remains an issue • Continuation of lack of parental responsibilities around getting their children to school remains an issue • Continuation of parents struggling with their children's defiance and behaviors: identifying in cases from all walks of life that the lack of 	<p>There continues to be a differing range of issues as detailed in the above barrier categories and the trends reported in the first 6-month period are still relevant.</p> <p>We have observed this year within some referrals a younger age being year 9, 10's already showing significant signs of becoming disengaged to education and in some areas, start involvement happening around:</p> <ul style="list-style-type: none"> • motor vehicle theft • dangerous driving • being under the influence and driving • linking in with groups that are identifying to colors • linking in with groups that have older individuals within the setting that are quite worldly for their age <p>We have been to repeat youth justice family group conference referrals where the young person has finalized that incident, files are closed off and they then repeat the same actions again resulting in another new family group conference, so no lessons appear to have been learnt; primarily is has</p>

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
<p>boundaries, consequences being implemented in early years does affect the later years remains present</p> <ul style="list-style-type: none"> Limited responses coming back from MVCOT area offices regarding higher end cases is still an issue primarily expressed here is a staff shortage at MVCOT Duplication of services completing the same work: need clear communication around inter agency roles and responsibilities Students running away from home for significant time – CYFS and Police involvement continues to happen Schools not reporting notifications of concerns consistently: we are receiving increased referrals where C & P concerns are being identified and no reports of concern via school domain and/or other service domain in cases MVCOT: regarding our high-end cases, there are meetings and plans made however on the plans not being fulfilled there appears to be significant delays around actions happening that are required and/or FGC reconvene happening in a timely manner Youth gang affiliations happening more so out of school with issues coming into the school/alternative education domain where youth don't want to be near each other <p>Summary: We continue to experience trends of alcohol, drugs, youth identifying to groupings identified by colors, suicidal tendency and self-harming issues.</p>	<p>been 13/14/15-year old's who are stealing cars and driving dangerously and/or under the influence of alcohol of which all have had schooling issues primarily starting last year of intermediate and start of college.</p> <p>Summary: We continue to experience trends of alcohol, drugs, youth identifying to groupings identified by colors, suicidal tendency and self-harming issues.</p>

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
<p>Community issues such as methamphetamine, other drugs and alcohol have a level of impact for youth that have access to this, which affects attendance to school and behaviors. We do find if the parents are partaking in these areas then natural for the children to follow suit to an extent.</p> <p>In our view to combat these trends is to have information and education available for individuals, family/whanau to be able to make more informed choices on how to manage this and progress forward.</p> <p>The difficulty with trends and barriers is it never is one thing, it frequently is what we would refer to as a snowball effect, many things gather and roll into one until it grows to a point where daily lives are affected and resolving some matters are difficult.</p> <p>Of most concern would be the availability of methamphetamine to students and increased usage as it opens many different pathways to go on of which the majority are destructing to individuals.</p>	<p>Bullying issues in schools is coming more to the fore front in this 6-month period based on expressions from family/whanau yet schools are not appearing to be as open around acknowledging these matters are happening creating significant stress in some cases and is in fact enhancing the situation vs resolving the matter.</p> <p>There are numerous ways to target raising awareness of issues and what supports are available via use of school newsletters being a pathway that reaches out to the school community and can enable strong messaging of what the expectations of school, how all can work together and where family/whanau can seek external support if required.</p> <p>As mentioned earlier there is a need for some circuit breakers in order to improve on some of the repetitive barriers being identified annually.</p>
5. Describe proactive initiatives that you have undertaken.	
Wellington:	Wellington:

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Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
<p>An initiative 9(2)(a) has been involved in is getting APEX into Onslow College, Rongotai College and Tawa College. Apex is a programme run out of Salvation Army youth sector where they have mentors who go into school and take small groups of kids to enable them to become more confident and creating an avenue where discussions around life skills, issues, social pressures that come with being a teenager are had.</p> <p>The schools are referring medium to high risk kids that need a little extra mentoring or support outside of the home and this is having positive impact for these youths.</p> <p>A meeting was held with Kilbirnie Police, on behalf of the AA team 9(2)(a) will attend the newly re designed Wellington YOT meetings where potentially we will be able to action some referrals quicker that require other specialist service support.</p> <p>Hutt Valley: 9(2)(a) has been utilizing taking 9(2)(a) as a dual visit to potential hard to engage families primarily with a level of gang affiliation for a meeting. There has been benefit here around being able to establish mutual local community connections thereafter it opens the door for more open communication and safer engagements.</p> <p>9(2)(a) has where relevant partnered with 9(2)(a) Social Worker from Upper Hutt MVCOT regarding high end referrals with significant red flags around harm. The value here has been plans have been implemented for</p>	<p>Working on clarifying the role of the attendance service by having discussions around expectations, roles and responsibilities with services to prevent the attendance advisor taking on more than her role responsibility is.</p> <p>Hutt Valley: An initiative was to speak at Hutt Intermediates school assembly and talk to all 600 students around attending school, our role and what happens if we receive a referral. We also coupled to this assisted the school generating a letter to send to home where attendance percentages were becoming a concern.</p> <p>9(2)(a) assisted Tawhai School Principal to generate a letter for her school regarding when attendance percentage issues are starting to become an issue.</p> <p>The Hutt AA team attended the Lower Hutt Local Governance Management group meeting and presented attendance services to put in place an improved understanding of our role and responsibility for Managers of other services to further understand.</p> <p>Horowhenua: 9(2)(a) attended the Horowhenua Local Governance Management group meeting and presented attendance services to put in place an improved understanding of our role and responsibility for Managers of other services to further understand</p>

Is anyone better off? Provider Summary Report – Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
<p>return to school whilst to the side safety plans are also generated alongside family/whanau. This has been effective from practise, engagement purposes and minimised some gaps.</p> <p>There has been generated in Wainuiomata a monthly professionals meeting regarding Wainuiomata Families that are flagged for numerous reasons via schools, Police, Regional Public Health nurse where information is shared for improved outcomes on referrals.</p> <p>The Hutt team as part of the Hutt Valley Youth Network attended the Mike King presentation on youth suicide for further understanding relating to this topic. There are to be a range of presentations throughout the year and we will take advantage of what is relevant to us.</p>	<p>Porirua: Having discussions with Porirua Colleges alongside 9(2)(a) the relevant attendance advisor around how we can best support each other in referrals for improved outcomes.</p> <p>Listening to the RAAYS group concerns around some frustrations when completing a referral form and thereafter taking this feedback to MOE National Office with proposed changes. MOE have provided us with an outcome that resolves the school's frustrations therefore could increase some further referrals that were being missed.</p>
6. What changes to personnel and/or subcontractors engaged in the delivery of the Service have occurred?	

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Half-yearly review Start of school term 1 to last day of school term 2		Annual review Start of school term 1 to last day of school term 4		
In Wellington 9(2)(a) has left Te Roopu Awhina, 9(2)(a) is the Operations Manager and 9(2)(a) is Team Leading the AA Team.		One of our Porirua/Wellington attendance advisors has moved from the attendance service to another TRA internal team so we will be replacing this position.		
7. Please attach two short case studies (not used in a previous report, with no identifiable details): a. a success story, including background/context, what did you do, what was the outcome b. an active complex case, including background/context, what you have done, difficulties encountered.				
8. Any other key points from the reporting period? (optional)				
<ul style="list-style-type: none"> There is now benefit around the improvements to the immigration checking systems which will assist in better tracking students leaving and now coming back into NZ. We are now utilizing ASA case noting system more effectively for case direction where the team lead is reading over case directions and directly noting in for the AA some suggestions that could assist when barriers are happening. It would be of considerable benefit for MOE to look at enabling MVCOT and Police to also be able to refer as this would further lessen some of the presenting barriers we experience. 		<ul style="list-style-type: none"> Kāhui Ako: as this is in place and focus being the raising of student achievement we as attendance service are not hearing any of this information which would be of benefit when you allow our contract has priority focus on the raising of maori and Pasifik achievement to school. I would be good to determine if attendance service has a role within Kāhui Ako as mentioned above. MOU between MOE & MVCOT: as this is now becoming more recognized a further discussion here would benefit to remove any unclear information around who should be referring to MVCOT. 		
9. 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?

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Half-yearly review Start of school term 1 to last day of school term 2			Annual review Start of school term 3 to last day of school term 4		
Strengthening Families Network Meetings (LMG)	Hutt Valley Porirua	Multiple local agencies	Monthly	Not always however we do raise matters for other organizations to be aware of	
Family Violence Prevention Network	Hutt Valley Porirua	Multiple local agencies	Monthly	As per above	
Regional Public Health Community Service Networking Hub	Hutt Valley Porirua Wellington	Multiple agencies	Quarterly	As per above	
Wellington YOTS meeting	Wellington only	Managerial levels of MYCOT, Police, AA Service	Quarterly – this has been revised with AA Service now presenting barriers to the table When required	Yes	Yes
MYCOT YJC & P consult meetings to determine if FGC is required and risk assessment	Hutt Valley	Invited members		Yes	Yes
RPH Suicide Prevention	Hutt Valley Porirua Wellington	Invited members	Quarterly		No
	Hutt Valley	Invited members	Quarterly		

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

Before the end of week 3 of school term 3

Annual contract review report due date

Before the end of February

Signed: 9(2)(a)

Date: 10/08/2017

Name: 9(2)(a)

Position: CEO

Signed:

Date:

Name:

Position:

Released under the Act

Released under the Act

APPENDIX 13– Half-yearly and annual contract review template

National Urban Māori Authority – Waipareira Half-Yearly and Annual Contract Reviews				
As at 1 March 2018				
Reporting measure description	Objective	Report actual		
		Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4	
How many? 1a. Number of schools in the Attendance Service catchment region 1b. Proportion of schools in the Attendance Service catchment region who are registered ASA users (KPI 4)	NA At least 65%	The Auckland North region has 182 schools, 154 of these schools are currently signed up to ASA. Based on these numbers, we are servicing up to 85 percent of the schools in our catchment area at any one time. This is well above the 65 percent threshold. Despite meeting the objective another 4 schools have registered to ASA.	The Auckland North region has 182 schools, 156 of these are currently signed up to ASA. Based on these numbers, we are servicing up to 86 percent of the schools in our catchment area at any one time. This is in line with the national average and well above the 65 percent threshold required for KPI 4. Despite meeting the objective 2 more schools have signed up to ASA since the last report.	

Reporting measure description	Objective	Report actual	
		Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
<p><i>NUMA Auckland North contract only:</i></p> <p>1c. Number of schools in the Rodney region who:</p> <ul style="list-style-type: none"> - are registered ASA users - have made an unjustified absence referral <p>1d. Number of schools in the North Shore region who:</p> <ul style="list-style-type: none"> - are registered ASA users - have made an unjustified absence referral 		<p>Of the roughly 20 schools who are registered to ASA in the Rodney region we have received unjustified absence referrals from 11 of them in this period.</p> <p>Of the 48 schools who are registered to ASA in the North Shore region we have received unjustified absence referrals from 11. This shows that there is a need for more visibility in both of these areas.</p>	<p>To date we have an estimate of 108 schools in the Rodney district, this includes the North Shore and from our records we have estimated that 90 of those schools are registered ASA users. During the reporting period we have only received referrals from 23 schools below is a breakdown of both regions:</p> <p><u>Rodney</u></p> <p>There are 20 schools in the Rodney region and from these schools, 13 are registered ASA users and we have received referrals from 11 of the 13 in this reporting period, although there are 2 remaining schools who are on the ASA system they don't seem to be utilizing this service.</p> <p>We will continue to reach out to these schools and build upon the existing</p>

Reporting measure description	Objective	Report actual	
		Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
			<p>networks in this area to gain better integration and effective services to the schools.</p> <p><u>North Shore</u> There are 88 schools in the North Shore Area, 77 are registered ASA users and we have received referrals from 12 schools in this reporting period.</p> <p>We have started to reach out to the other 60 schools by trying to set up meetings to explain our service and introduce our action plan templates.</p> <p>We are also do refreshers across the schools re referrals system and other wrap around support available.</p>

Reporting measure description	Objective	Report actual	
		Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
			Due to servicing 86% of the schools in West Auckland, North Shore and Rodney catchment area we continue to foster new relationships. With such a high percentage of schools on the ASA system, the potential to become inundated with referrals requires a potential review of our current FTE to continue meeting the growing needs of our schools.
How well? 1. Every non-enrolled case that has been open longer than six months has a plan in place to re-engage the student back into a school or legal learning environment (KPI 1).	100%	The data indicates that there were 132 open non-enrolled cases of which 58 have been open longer than 6 months. There are 16 non-enrolled cases that have been sitting open on ASA for a number of years. These cases have been labelled as 'unable to locate' as all	The data indicates that there were 124 non-enrolled cases in the open state of which 72 have been open longer than 6 months so although lower numbers of Nens however higher numbers open longer than 6 months according to half yearly review.

Reporting measure description	Objective	Report actual	
		Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
		<p>avenues used to find the learner have been unsuccessful.</p> <p>This also reflects the disproportionate amount of time spent having to prioritise UA cases.</p>	<p>There are a number of cases that have been open for more than a year including 3 from 2012, 2 from 2013, 6 from 2014, 3 from 2015 and 19 from 2016. Cases from 2015 and back have been labelled as 'unable to locate' as all avenues to find the learner have been unsuccessful and exhausted i.e. Facebook, immigration, MSD checks, home visits, talking to neighbours and collaboration with NZ Police, Oranga Tamariki whilst leaving letters to contact at the door of the last known address.</p> <p>9(2)(a) will now focus purely on working with most urgent NE cases and those that have been open the longest.</p>

Reporting measure description	Objective	Report actual	
		Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
2. Unjustified absence referrals are responded to within within 1 school day (8 ASA hours) of receipt (KPI 2)	At least 90%	<p>According to the data 361 unjustified absence referrals were made in this period with 73 percent being progressed from State 0 to State 1 within one school day. During this reporting period there was only one workflow coordinator. There should be an improvement in the next reporting period with the return of 9(2)(a)</p>	<p>According to the data 626 UA referrals were made in this period with 64 percent being progressed from State 0 to State 1 within one school day. This falls below the KPI target of 90 percent and national average of 91 percent. It reflects the high caseloads of our kaimahi who in the last two terms were sitting at full capacity. To lift this target, we will be working with schools to ensure that any new referrals that come through are justified. There will also be three work coordinators checking every morning for unassigned UA cases.</p>
3. Unjustified absences that are resolved within 22 school days (KPI 3)	65%	<p>Of the 315 unjustified absence cases that were closed in this time only 18 percent of these were progressed from State 0 to</p>	<p>Of the 759 unjustified absence cases that were closed in this time only 14 percent of these were progressed from State 0 to State 4 within 22 school days.</p>

Reporting measure description	Objective	Report actual	
		Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
		<p>State 4 within 22 school days. This mirrors the results shown in last year's reports and again reflects on how the service has been running in the schools. Despite some students returning to sustained levels of attendance some schools refuse to close as they would like more support services to be put in place. If whanau decline the support our service is reduced to monitoring attendance until another opportunity arises to bring up the issue of support.</p>	<p>This is below the KPI target of 65 percent and the national average of 50 percent. This reflects the results shown in previous reports.</p> <p>To lift this target our team has begun implementing a new action plan template. Two action plans were developed to cater to different age groups: teina (year 1 – 6) and tuakana (year 7+). The teina action plan focusses on the caregivers while the tuakana action plan focuses on the learner. The aim is to sit down with learner, school, whanau and WSSS to identify what the barriers that are preventing attendance and what support might already be in place. The whanau/learner are asked what solutions they might have i.e. getting</p>

Reporting measure description	Objective	Report actual	
		Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
			<p>prepared the night before school or communicating justified absences. The school then go over their responsibilities to the student/ whanau and can offer any support they have available i.e. extra educational support or school counsellors. WSSS then go over the attendance service role and can offer any extra services i.e. referrals into budgeting or mentoring. All parties agree on what good attendance will look like and a time frame for monitoring.</p> <p>All parties are also advised of what will happen if the action plan is not met i.e. referral to Strengthening Families and Ministry for Vulnerable Children Oranga Tamariki (MVCOT). A review</p>

Reporting measure description	Objective	Report actual	
		Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
			<p>date is set and if good attendance is achieved the case will be closed.</p> <p>The aim of the plans is to:</p> <ul style="list-style-type: none"> - Reach KPI3 target. - Empower the whanau to find their own solutions. - Keep all parties accountable for their part in improving attendance. - Keep school's expectations of WSSS role in line with what the service offers. - Improve relationship between schools and WSSS.

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
1. Describe some highlights from the period.	
<p>WSSS have identified the following highlights through fortnightly reporting:</p> <p>The ongoing relationship with services and organisations who attend the CYARN meeting at Waitakere Oranga Tamariki have led to great results with many of our at-risk rangatahi and their whanau.</p> <p>Building ongoing positive relationships with the Waitakere Police.</p> <p>Closing a NE case that was open for over 8 years!</p>	<p>Adding to the highlights from the half year report:</p> <p>Improved relationships between WSSS, MOE and NUMA has led to idea sharing between the NUMA attendance services that will improve the effectiveness of WSSS.</p> <p>Improved knowledge, networking and MOE relationship with National Office through attending the Waikato Attendance hui on 10/10/17 where updates were provided on the Attendance Service, updates to legislation, reportage as examples.</p> <p>Improved relationship between WSSS and the MOE – which has led to regular communication, feedback and meetings. The team are now confident that any queries to MOE are being received, acknowledged and followed up.</p> <p>New action plan tool has given the team confidence in working effectively with whanau and schools in order to get the student back into the education system or to look for the most appropriate other</p>

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
	<p>opportunities if required. Schools where this has been utilised are feeling supported and everyone is feeling fully informed.</p> <p>Bringing new schools on board who are really happy with the service they have received from WSSS. Edmonton School only recently started referring to WSSS after a successful meeting with their SENCO.</p> <p>Discussing attendance and handing out the wrist bands to our holiday programme kids and seeing it translate into improved attendance at school.</p> <p>Promotion of Attendance Service supports at Waipareira's largest event on 6 February 2018 at Waitangi @Waititi marae sees exposure to</p>
Describe barriers that have been encountered.	
WSSS have identified the following barriers through fortnightly reporting:	<p>Adding to the barriers from the half year report:</p> <p>Oranga Tamariki referrals – who should lodge?</p>

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<p>There is currently a gap in support services that cater to at-risk and high risk rangatahi. Waipareira offer Whanau Ora Rangatahi Service (mentoring) but this only caters to low to medium risk rangatahi and is often at full capacity, the result is our staff are experiencing the effect of losing two contracts that catered for the high range offending and court issues which has put more pressure in finding an appropriate service externally resulting in more time, effort and resources put into supporting these rangatahi and their respective whanau.</p> <p>At the beginning of the year WSSS came across a large number of NE cases where students had been attending for a long time but their details had not been updated on ENROL. WSSS spent a lot of time contacting schools to update ENROL.</p> <p>NE cases coming through without key information from the schools – this adds unnecessary time to the case as kaimahi need to contact the schools for basic information. Many of the cases whanau we contacted advised that they had informed the schools that they would be moving overseas. This information was not included in the referral which meant extra time spent trying to contact whanau who are overseas or their extended whanau here in New Zealand.</p>	<p>Confusion for WSSS, schools and Oranga Tamariki around the process of Truancy referrals. We always advise that the schools need to make the referral and Oranga Tamariki say it should be WSSS. Further review of the MOU of Oranga Tamariki may assist in the clarification of these points and at the National Attendance Hui in July 2018.</p> <p>Issues with 9(2)(g)(i)</p> <p>Ongoing issues with some school expectations of what and how the Attendance service should be operating. Some schools continue to compare WSSS with how the old truancy services were run – a lot of this is coming from the Rodney and North Shore areas such as the Onepoto region.</p> <p>9(2)(g)(i)</p> <p>We have encountered barriers with one school in particular, 9(2)(g)(i) 9(2)(a) where there was a misunderstanding with our service by 9(2)(a) stated he had sent a referral followed by emails with regards to why there was no follow</p>

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<p>Certain schools not updating our service on UA daily attendance – makes it difficult to monitor students' progress.</p> <p>Oranga Tamariki cases – a number of our learners are in placement with Oranga Tamariki and these cases typically come through without much information attached to them. Communication between our service and Oranga Tamariki needs to improve.</p> <p>High schools in the WSSS catchment area are dragging out enrolments for many of our rangatahi to discourage whanau from enrolling.</p> <p>Many of our whanau will admit that they are having issues but are not willing to engage with support services i.e. budgeting for financial problems.</p> <p>Identified as specific to the Rodney area:</p> <p>Servicing a larger number of schools requires more time spent communicating.</p> <p>Large travel distances.</p>	<p>up with a referral he had made. This resulted in a complaint being raised to the Ministry of Education.</p> <p>When WSSS investigated the complaint it was found that [REDACTED] 9(2)(a) had not entered the referral through the ASA system and was not following the correct pathway which was eventually sorted and the referral was resubmitted through ASA and the WSSS were able to follow up on this referral.</p> <p>Moving forward – NUMA Attendance Lead, MOE 9(2)(a) attended a hui with 9(2)(a) Wellsford School and the outcomes are;</p> <ol style="list-style-type: none"> 1) Discussion on current Attendance Services contractual obligations, referral processes, contact details and the opportunities to work together with the community in this region 2) Invitation for WSSS to attend Principals Group and 3) Invitation for WSSS to attend the Youth Action Group <p>9(2)(g)(i) [REDACTED]</p>

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
<p>Travel into Northland to service students who live there but are enrolled in Rodney.</p> <p>No access to Waipareira wraparound.</p> <p>Less established networks – especially with Oranga Tamariki and the Police.</p> <p>Isolated areas – less access to services for whanau.</p> <p>Majority of cases are high school aged – rangatahi are less motivated to attend knowing they are nearing school leaving age.</p> <p>Identified as specific to the North Shore area:</p> <p>Servicing more schools with a smaller number of referral requires more time spent communicating and travelling.</p> <p>No access to Waipareira wraparound – only Whanau Ora Rangatahi extends to this area.</p> <p>Less established networks with the Police, Oranga Tamariki and other social services.</p>	<p>Onepoto Primary School had announced at the last Northcote Community Project that there was a new Attendance provider in the region. MOE representative 9(2)(a) discussed that she would get the WSSS Attendance Service to attend the next meeting. NUMA Attendance Lead attending the hui, discussed the referral process which had all community organisations, Police, Oranga Tamariki who had not realised that referrals have to be made through the ASA system. Discussion occurred on Attendance service versus the old Truancy service. Networks were established and reinforced for the WSSS team.</p> <p>Way forward – WSSS team have been invited to attend future Northcote Community forums to discuss the top three family cases in this region. Networks of collaboration established and WSSS kaimahi to work with the SW 9(2)(g)(i)</p> <p>Immigration checks</p> <p>The 6 monthly immigration checks are generating a lot of cases that have old contact details and addresses which makes them very hard to locate and close or adds unnecessary work as the results are incorrect.</p>

Is anyone better off? Provider Summary Report - Narrative Report	
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Lack of social services – compared to Waitakere.	<p>Whanau not completing Home School applications despite the law.</p> <p>Education and training services closing down have disrupted the education plans of some of our NE cases who applied for early leaving exemption – alternative options for youth are getting less and less.</p> <p>Caregivers of some of our YJ cases are purposefully keeping their kids at home as they don't want them to fall back in with bad influences.</p>
Describe enablers that have been encountered.	
<p>Immigration and MSD checks have been very quick to return.</p> <p>Good communication with majority of our schools.</p> <p>Working together with the SWIS in our schools.</p> <p>Whanau who are happy to engage with support services.</p> <p>Improved relationship with the Waitakere Police.</p> <p>Better utilisation of the Strengthening Families service at Waipareira.</p>	<p>Adding to the enablers from the half year report:</p> <p>Working relationships with MOE</p> <p>NUMA Lead, WSSS have appreciated the new relationship with their MOE Regional/Senior advisor representative who has assisted some relationship building between WSSS, Schools and MOE which has provided the opportunity to network in the community, share knowledge, contractual expectations of Attendance Service and be</p>

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	<p>able to work the revised action plans to enable students who have not been engaging to re-engage with the education system.</p> <p>Whanau House, Waipareira</p> <p>Moving back to the main Waipareira building has provided us with better opportunities to connect with the other services provided i.e. Strengthening Families, Whanau Ora Rangatahi providing more opportunities to wrap around support providing robust services for the family.</p> <p>Whanau Direct funding</p> <p>Whanau Direct funding has provided welcome relief for some of the whanau with uniform and stationery provided for some of our learners. It has also pulled some of our whanau out of urgent and stressful financial situations which ultimately affect their children's attendance.</p> <p>Food Bank Services</p>

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	<p>Improved food bank service has led to an increase in food parcels given to whanau who are need for support which can have dramatic effect on Attendance.</p> <p>Youngatira Programme</p> <p>The new Youngatira programme (young students supported to be Rangatira) that Waipareira provides has offered a positive outlet for some of our at-risk learners and has brought out leadership skills in those who wouldn't otherwise get a chance engage through social media, connecting them with celebrities who come in and run workshops for participants to express themselves provides opportunities to build confidence.</p>
What issues and trends have arisen over the reporting period?	
<p>WSSS have identified the following issues and trends through fortnightly reporting:</p> <p>Increasing number of UAs are taking longer to close – despite plans and support being put in place the learners are still having absences. This means these cases are staying open for longer periods of time which</p>	<p>Adding to the issues and trends from the half year report:</p> <p>Ongoing issues with some schools' negative attitudes when dealing with our rangatahi that discourages learners and whanau from</p>

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<p>gives WSSS less time to work NE cases as such the amount of unassigned NE cases are rising.</p> <p>Kaimahi are commonly reporting that many of our most at-risk rangatahi are being refused enrolments and or having the enrolment process dragged out to the point where the whanau give up. This is happening most notably with our high school aged rangatahi – this is for reasons such as past truancy, past behaviour and/or lengthy periods of non-enrolment. This is unnecessarily lengthening the time that the rangatahi are not enrolled. Many parents are not aware of their rights but give up when both they and their rangatahi feel as though they are not welcome.</p> <p>Increasing number of UA referrals for lateness.</p>	<p>participating in education. Would like to work more closely with MOE senior advisors to create some change in this area.</p> <p>Coming across a number of NE cases where they are already enrolled but the school has not updated ENROL which is time consuming and resource intensive.</p>

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Describe proactive initiatives that you have undertaken.	
<p>In March of this year the Police initiated a pan-Auckland Truancy Operation called Operation Attend. As a flow on from this event WSSS and the Waitakere Youth Development team (Police) have been working together to run an operation once every term. The last operation was run in June and had some successes with some of our harder to engage whanau. We reflect after each operation to see what improvements could be made for the next. Our Term 3 operation is set to run in October.</p> <p>Our Facebook page has been successfully used to promote our other youth services to rangatahi and their whanau.</p>	<p>One initiative this reporting period has been the action plan implemented in the schools.</p> <p>This initiative has been so successful that we are in the process of implementing in all our schools with positive feedback from SENCO's and principals.</p> <p>Along with this care plan tool we are able to clarify our roles as well as have our KPI's blended into this care plan which keeps all parties concerned accountable and clear on the their responsibilities.</p>
What changes to personnel and/or subcontractors engaged in the delivery of the Service have occurred?	
<p>One of our long serving Attendance Advisors 9(2)(a) left, her role has been filled by 9(2)(a) also replaced 9(2)(a) on the North Shore. 9(2)(a) has returned</p>	<p>9(2)(a) has replaced 9(2)(a) on the North Shore, he was able to introduce her to all his schools and students before he finished which gave her the opportunity to build repore.</p>

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at the end of term 2 as a part time workflow coordinator and Attendance Advisor.	9(2)(a) has become a full time Attendance Advisor focusing on the excess NE referrals.
<p>Please attach two short case studies (not used in a previous report, with no identifiable details):</p> <ul style="list-style-type: none"> a) a success story, including background/context, what did you do, what was the outcome b) an active complex case, including background/context, what you have done, difficulties encountered. 	
<div>9(2)(a)</div>	

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<div style="background-color: black; height: 400px; width: 100%;"></div>	
Any other key points from the reporting period? (optional)	
2. Please list the local interagency groups your Service is a member of using the following format:	

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Half-yearly review Start of school term 1 to last day of school term 2			Annual review Start of school term 1 to last day of school term 3	
Name of interagency group	Region covered	Members	Frequency of meetings	Are attendance issues always discussed at this meeting?
Youth At Risk Network	Waitakere	Waipareira, CYF, NZP, Manurewa, Health West, Waitakere Alternative Education & MOC	Fortnightly	Yes
ROCKON	Auckland North	Schools, WSSS, CYF & NZP	Monthly	Yes
YC&P	Waitakere	NZP, Auckland Council, CYF & WSSS	Monthly	Yes
Strengthening Families LMG	North Shore	WSSS, NZP, Plunket, MWCOT	Bi-monthly	No

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

Before the end of week 3 of school term 3

Annual contract review report due date

Before the end of February

Signed:

Date:

Name:

Position:

Signed:

Date:

Name:

Position:

9(2)(a)

1/3/18

9(2)(a)

General Manager.

Released under the Act

APPENDIX 13– Half-yearly and annual contract review template

National Urban Māori Authority – Annual Contract Review			
Template to be completed for each service area			
Reporting measure description	Objective	Report actual	
		Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
How many?			
1a. Number of schools in the Attendance Service catchment region	NA	177	177
1b. Proportion of schools in the Attendance Service catchment region who are registered ASA users (KPI 4)	At least 65%	135 / 76%	169 / 95.5% (increase of 34 schools) NOTE: the latest MOE data report as at 15 Jan 2018 shows that there are 136 schools ASA registered. Upon further analysis the ASA database confirms that 169 schools have sent through referrals via ASA therefore, confirming that all 169 schools had to be ASA registered (see APPENDIX I).
<i>NUMA Auckland North contract only:</i>		N/A	
1c. Number of schools in the Rodney region who: <ul style="list-style-type: none"> - are registered ASA users - have made an unjustified absence referral 			

Reporting measure description	Objective	Report actual	
1d. Number of schools in the North Shore region who: <ul style="list-style-type: none"> - are registered ASA users - have made an unjustified absence referral 		N/A	N/A
How well?			
1. Every non-enrolled case that has been open longer than six months has a plan in place to re-engage the student back into a school or legal learning environment (KPI 1)	100%	100%	100% - our EOY numbers have grown significantly to 70. This is largely due to a high number of NENs referrals submitted in November and December from schools, and a backlog of high numbers received from the MOE.
2. Unjustified absence referrals are responded to within within 1 school day (8 ASA hours) of receipt (KPI 2)	At least 90%	95%	96% - current strategy for first contact is proving to be successful again.
3. Unjustified absences that are resolved within 22 school days (KPI 3)	65%	65%	46% - ongoing monitoring is the key to successfully achieving this KPI. Supporting whānau to sort through the complexities of their social issues will continue be a challenge to meet this KPI.

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Half-yearly review Start of school term 1 to last day of school term 2		Annual review Start of school term 1 to last day of school term 4																																																	
1. Describe some highlights from the period.																																																			
<p>This reporting period continues to show positive gains for the service:</p> <ul style="list-style-type: none">This is the first time the service has met all four KPI requirements in any reporting period.The following shows continued evidence of improvement in performance across all areas: <table><thead><tr><th>KPI</th><th>TARGET</th><th>EOY 2016</th><th>HALF YEAR 2017</th></tr></thead><tbody><tr><td>1</td><td>N/A</td><td>22</td><td>22</td></tr><tr><td>2</td><td>90%</td><td>95%</td><td>95%</td></tr><tr><td>3</td><td>65%</td><td>46%</td><td>65%</td></tr><tr><td>4</td><td>65%</td><td>72%</td><td>76%</td></tr><tr><td>Repeat referrals: - One referral - Two referrals - Three or more referrals</td><td>Reduce recidivism</td><td>79.5% 16.3% 4.1%</td><td>89.7% 9% 1.3%</td></tr></tbody></table> <ul style="list-style-type: none">Hamilton’s Fraser High have finally resolved their ASA access issues and can now refer UA cases.Te Awamutu College is referring to IAS, both UA and NENs on a regular basis.		KPI	TARGET	EOY 2016	HALF YEAR 2017	1	N/A	22	22	2	90%	95%	95%	3	65%	46%	65%	4	65%	72%	76%	Repeat referrals: - One referral - Two referrals - Three or more referrals	Reduce recidivism	79.5% 16.3% 4.1%	89.7% 9% 1.3%	<p>The year has been very challenging for the service. We had a positive result for the first half year however; KPI3 has seen a significant drop in performance. An increase in the number of schools now ASA registered by 19.5% (34 new schools) plus the ongoing complexities of whānau and social issues have contributed to these performance challenges adding to increased demands on staff. As a strategy to support staff it is hoped that as of March 2018 the employment of a Whānau Ora Navigator assigned specifically to the attendance team will alleviate the pressures on attendance staff dealing with whānau and social complexities and allow them to have greater focus on students and their whānau to re-engage in education.</p> <p>The following gives a picture of our current position:</p> <table><thead><tr><th>KPI</th><th>TARGET</th><th>EOY 2016</th><th>EOY 2017</th></tr></thead><tbody><tr><td>1</td><td>N/A</td><td>22</td><td>70</td></tr><tr><td>2</td><td>90%</td><td>95%</td><td>96%</td></tr><tr><td>3</td><td>65%</td><td>46%</td><td>46%</td></tr><tr><td>4</td><td>65%</td><td>72%</td><td>95.5%</td></tr><tr><td>Repeat referrals: - One referral - Two referrals</td><td>Reduce recidivism</td><td>79.5% 16.3%</td><td>81.9% 14.8%</td></tr></tbody></table>		KPI	TARGET	EOY 2016	EOY 2017	1	N/A	22	70	2	90%	95%	96%	3	65%	46%	46%	4	65%	72%	95.5%	Repeat referrals: - One referral - Two referrals	Reduce recidivism	79.5% 16.3%	81.9% 14.8%
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Half-yearly review Start of school term 1 to last day of school term 2		Annual review Start of school term 1 to last day of school term 4		
<ul style="list-style-type: none"> Referrals to Community agencies, both internal and external, for supporting the whānau and student. Te Reo, Tikanga classes and cultural committee also implemented to support staff working with our māori whānau. Getting parents to take responsibility for their student's non-attendance by attending meetings with the school and/or with service providers in the community. These parents have, in the past, chosen to pass this responsibility onto someone else in the whānau, i.e. grandparent, aunty, uncle, older sibling. Morrinsville Community are working together to empower whānau relationships and community engagement. Last year we did an Amazing Race which incorporated 10 different services to work strategically together to engage with the high risk youth in this community. This year will be organized by Te Manawa Ora (new service) in conjunction with the Police, the Community services, Ngāti Haua community services and Te Kohao Health IAS, more services on board as well as Marae engagement. Invited to participate on the Governance Board for the Alternative Education and their fortnightly meetings to discuss Attendance strategies. Working with Te Wananga o Aotearoa closer in terms of EXL's, referring school leavers at 15yrs10months and getting better communication. New DP at Te Aroha College referring and meeting with the Colleges consistently each week. 		- Three or more referrals		4.1% 3.4%
		<ul style="list-style-type: none"> Being able to support whānau in getting student/s into some form of education (school, course, home school, correspondence, etc). Opportunities for staff to build and maintain relationships of trust with schools, communities, agencies, students and whānau. Meeting with a whānau and creating plans to help their child get back into school. Delivering Christmas boxes within the communities that I work with and delivering to whānau in need. Being able to meet at the Ministry of Education – Learn about the roles of those who we work with (those who are in charge of Home School, Early Leaving Exemption, etc). The help and support within the attendance and wider team. Enrolling a chronic truant back in education where non-attendance has been near 100% since her enrolment back in August last year. Approaching a college to enroll five very complicated cases back into mainstream after having extensive work done with each individual. MOE, MVCOT, Waahi Whānui, and other services wanting to be present at meetings to lend support for these students. Parents and students who wouldn't usually engage with these services but are now fully engaging. Attending the Raahui Pookeka Rangatahi Network Forum meetings 		

<p>Is anyone better off?</p> <p>Provider Summary Report - Narrative Report</p>	
<p>Half-yearly review</p> <p>Start of school term 1 to last day of school term 2</p>	<p>Annual review</p> <p>Start of school term 1 to last day of school term 4</p>
<ul style="list-style-type: none"> • Re-engaging some of the harder Non Enrolled students who have been out of school for some time and keeping them engaged on a plan. • Strategically working with the schools with the same UA students to engage them longer at school. • Information from the Fairfield cluster monthly meetings are now being recorded in minutes by IAS. • A collective decision was made by the Fairfield cluster about documentation or recording information onto the ASA database. That agreement was to document or record all information concerning all members of that whānau, on to only 'one' sibling referred to the Fairfield cluster. This was to prevent repetition as majority of the whānau referred are between 4 to ten siblings. It was also more time effective and easier for IAS to manage caseload. • Staff participation in a Fairfield Community day promoting the Integrated Attendance Service and encouraging whānau to engage in education. • Successfully working with families by getting their children re-engaged back into regular education to improve their outcomes in life. This has included supporting students at school interviews when they go to AE as an alternative to mainstream when they clearly need more one on one concentrated English and math tuition. Behavior needs are also worked on with a range of expert teachers who are able to see and support these non-social behaviours to make students more acceptable within their whānau and their peers. 	<p>which consist of young driven individuals who are addressing the issues that are affecting the youth and are tackling them to create a better, safer environment and a better future.</p> <ul style="list-style-type: none"> • First enrolment and then continuing to enroll students who have been out of education for a very long time. • Being able to provide and supply the basic necessities to whānau who are in need such as: Kaivolition to those who need kai; being able to apply for such funding as the JR McKenzie funds for uniforms; and having access to Whānau Direct to address immediate financial needs; also having access to other services for whānau. • Fraser High now sending UA Referrals. • Referrals internally to TKH e g whānau ora navigator supporting whānau we are working with • Access to refer to PHN & SWIS • Promoting IAS and Te Kohao Health • TKH supporting staff to learn Te Reo to aid in building relationships with whānau, kaumātua and other māori organisations. • Highlight was having the MOE meeting 10 October 2017 at their Hamilton office. This gave us the opportunity to talk with MOE staff, met other attendance providers from Auckland and the greater Waikato region to compare notes and processes, discuss service delivery, enablers, disablers, support services for learners. We got to talk about the prosecuting process that MOE are not using, but unfortunately, we did not get a follow through person to discuss this

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<ul style="list-style-type: none"> To be able to give a troubled student a better clear pathway for their life is always a goal. 	<p>with further.</p> <ul style="list-style-type: none"> Community involvement – He Herengatangata event for the youth organized by groups from Morrinsville and Te Kohao Health. The event was targeted at the men in the whānau being actively engaged with their children. Outcome – good turnout, positive feedback, would like this event to happen again next year. Was able to promote school attendance and the importance of attending school. Starfish Alternative Education – excellent attendance from most of the students who attend AE. Some issues with Behavior but have managed to deal with behavior. Food in schools has been a positive incentive to encourage learners to attend school and eliminate the excuse of not going to school because a student has no lunch.
2. Describe barriers that have been encountered.	
<ul style="list-style-type: none"> Schools reluctance to get on to ASA to do UA referrals, so will NENs. Unable to locate some students and/or whānau, transience. Resistance to enrolling NENs students by new schools. Finding work experience section 71 in the rural areas. Complicated needs for student under Youth Justice and Mental Health. Whānau want to home school but don't have the ability, resources or don't pass the criteria. Dealing with youth who come from homes that are known for drugs 	<ul style="list-style-type: none"> Attendance advisors not being able to do our own checks (Immigration, MSD & ENROL checks). Not being able to find students. Country Areas – Not enough alternative education options. Whānau/ Students who don't care, they know they won't get in trouble (i.e. parents not being prosecuted). The local MoE Hamilton office not giving a viable alternative or option to prosecution when prosecution is still supported by other MoE regions (e.g. Southland).

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
<p>and alcohol.</p> <ul style="list-style-type: none"> Dealing with unreasonable whānau or students. Students don't meet the criteria for home schooling, correspondence, ELX's. Legislation – Criteria for ELX too rigid. Should be dealt with on a case by case basis. FGC referrals taking too long for response. MVCOT discouraging submitting referrals for FGC's because they consider them a waste of time. Funding for school resources and respite care not readily available. Whānau with low socio-economic ability have multiple social issues. Increase concerns around drugs mostly synthetics with adults and very young teenager's (13yrs – 17yrs). These young teenagers can barely move or talk and are non-responsive. Schools not following referral process to IAS (i.e 'Guidelines on how to refer to your Attendance Service for additional support'). UA referrals are getting to IAS late sometimes after 10days of not attending school. This gives IAS very little time to address student's attendance concerns and therefore students are taken off the roll. This increases IAS workload and students are processed back through the enrollment interview where conditions are placed on students usually referred to alternative education. Secondary schools want to enrol students with conditions, i.e. prior to enrolling into mainstream a student including students that have not been suspended or excluded. Conditions include they must first attend an AE programme for a period of time. The school will then 	<ul style="list-style-type: none"> There is no fear of prosecution if child/children not attending school. If a student does not go to school there is no prosecution follow-up by MoE for NENS cases or schools for UA cases. NENS cases coming to us with not much information, or no phone numbers, addresses or information about the family. (e.g. past history, dogs at property, gang affiliation, etc). Lack of parent accountability for children not going to school. Lack of parent/caregiver engagement is the greatest barrier. Transience, lack of permanent living accommodation means that whānau are reluctant to enrol student/s in nearby schools because they're unsure how long they will be living in any one area. Many schools require uniforms which are unaffordable to most whānau on benefits living in rental/temporary accommodation. They cannot afford to buy new uniform for every move they make. As a consequence, students remain unenrolled until more permanent accommodation can be found. This could take a long time. Mental health, drug addiction, family violence. No incentive for the whānau to change – can still receive a benefit regardless of whether their child is attending school or not. Schools have referred cases to Oranga Tamariki, who have then referred on to the Children's Team. No change has occurred, students still not attending with no repercussions for the caregivers. An advisor having to work with two services that are unable to sustain a proper professional work manner to help whānau as the

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
<p>review the attendance at AE then will determine whether or not a student may return.</p> <ul style="list-style-type: none"> Schools are referring UA's after many days of truanting. Schools are NEN students before the 21 day NEN criteria. E.g. Fairfield College are NENsing early due to a Principals discretion policy which does not give IAS workers sufficient opportunity to action a case. Time delays to get re-enrolment meetings at a school for the non-enrolled students. 	<p>two ideologies continuously clash. Being stuck in between the two creates barriers which makes it harder to help whānau.</p> <ul style="list-style-type: none"> There is a lack of alternative education options available in an area where it is very much needed. Drugs - this is a big issue advisors deal with daily, it is present in homes visited, and in one area the majority of the parents allow their kids to use it and even supply it. Certain schools not accepting students even though they are in zone, or schools not accepting students based on the actions of their siblings who have previously attended those schools. Fraser High not discussing NENs referrals before sending through. MoE criteria for early exemptions can be limiting and inflexible. Still little or no services for Intermediate aged children. Enrolling NENs student at a new school because of history and behaviour. Complicated needs for students with health, mental health, youth justice. No spaces at Alternative Education Learning Centers (A/E) for NENs students who have been out of education system for long periods of time. Process in trying to discuss with A/E manager for a space (can only discuss a case scenario through admin who passes info to Dave McNulty). No follow up after truancy FGC when this is the last action taken by

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
	<p>the attendance team.</p> <ul style="list-style-type: none"> • Truancy FGC takes too long after application/referral made to Oranga Tamariki. The attendance team still expected to do all the work when it has gone beyond the scope of our role. • Oranga Tamariki has information on whānau but will only use it as a last resort to get the whānau together at the FGC. • MoE refuse to give a name of a person that will follow through with NENS referral's that have completed to truancy FGC. • Schools referring students too late. • Schools are preventing former students to enroll that they have NENSed. • Schools creating barriers to enrolling into school. Schools are requesting to sight birth certificates that may have already been sighted by another school and recorded on ENROL • Hamilton Girls High School is requesting that students have their proof of address documents signed and sighted by a JP. • Some students missing school because they don't want to participate in school activities or other curricular activities. • Reasons include: on going illness such as anxiety, eczema, and sometimes low-end Asperger's (according to the parent). • We have found in some cases that parents are reluctant to take the student to the doctors to confirm illness so they can go on dual enrolment with Northern Health School if they meet the MoE criteria or provide a medical certificate that will cover all the days absent

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
	that the parent says are medical for the school records. These cases are becoming more frequent and difficult to turn around due to the parents having conditions or unrealistic views (e.g. mental health or condoning the days absent). This becomes a care and protection issue as the student is missing a lot of school/education (often down under the 50% attendance mark) but the school then need to do a Vulnerable Children's referral. Schools are reluctant to do this unless as it becomes a problem for the school. In these cases we find schools prefer to NENs so they don't have to deal with the issue.
3. Describe enablers that have been encountered.	
<ul style="list-style-type: none"> • Christmas box initiative has allowed us to strengthen relationships with schools. • Accessing J R McKenzie Grant for educational purposes, quick and fast. • Utilizing TKH Multi-Disciplinary Team. • Access to Kai-Volution, Food banks, Community Houses, Ezekiel Trust (food bank) for whānau in need. • Using the Community Houses and their resources to support whānau. • Access to Whānau Direct. • Te Wananga o Aotearoa youth services – refer 15yrs10mths and they will engage and advise jobs and courses available. • Youth Empowerment Services- Leith Vickers (Alternative Education) - 16 and under work with student's who have anxiety issues, find it 	<ul style="list-style-type: none"> • Schools providing early morning breakfast and a packed lunch for those students who may not have had breakfast or who have no lunch. • Being aware of what's happening at school e.g. School trips, school activities, exams. • Support from local community houses & agencies. • Positive engagement from schools. • Being supported by outside agencies and community groups (e.g. Oranga Tamariki, Youth forums and the Oranga Rangatahi meetings) have aided in enabling advisors to build good relationships with the community. • Advisors supporting Fraser High Deans and DPs to follow a "clearer" pathway NENs referrals.

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<p>Half-yearly review</p> <p>Start of school term 1 to last day of school term 2</p>	<p>Annual review</p> <p>Start of school term 1 to last day of school term 4</p>
<p>hard to engage with other youth.</p> <ul style="list-style-type: none"> • Whetu Rangātira (AE Starfish Services) – attend fortnightly meetings to discuss attendance strategies. • School counsellors – when there is concern about a student able to have that dialogue needed without overstepping boundaries. • Hauora o Ngāti Haua – Maori Mentor and Whānau Ora worker, māori health nurses, working against violence. • Te Manawa Ora – free firewood for whānau in need. • Morrinsville Rock On working well – Police and schools. • Count Me In was a great initiative and engaged with both whānau and referrers well especially with follow up and updates on mutual cases. Unfortunately is no longer operating. • Working closely with Ministry of Vulnerable Children's Oranga Tamariki (MOVCOT) where children are at risk. • Lunch in schools is a good incentive that encourages students to attend. It has also removed barriers to attendance. • Some schools are willing to provide newly enrolled students with low cost or free uniforms. • Maintaining good relationships with schools has helped to speed up the enrolment process for NENs students. • Staying put in an area for a good length of time, not moving around: this gives opportunity to get to know whānau that have lived in the same area for generations. These whānau have a wealth of untapped knowledge about their neighborhood. • High closure rate for the first two terms of 2017: advisors are 	<ul style="list-style-type: none"> • Using community centers' and the services they provide e.g. Community support workers, mentors. • Whānau Direct for whānau we support. • Access to KaiVolution for our whānau we support. • Access to JR McKenzie Grants for educational needs. • Matamata has a new mentor and kaiako that AE students connect to. AE quota is not meeting the numbers of students that are waiting to get into AE. • "Yes" Youth Services in Te Aroha have also reduced the non-enrolment numbers by engaging with mental health students. • Hauora o Ngati Haua youth advocate working with our high needs Maori Youth. • Rock-on in Morrinsville and Matamata group meetings: these meetings are vital for getting our whānau to engage with the school and for returning students back to school. • TrainMe, TOWA and Mahi Trust – courses have been readily available and easy to work with to help engage students back into an education pathway. • Morrinsville College Hub classes: these hub classes are a mixed class of year 11, 12 and 13 with year 10 that have bad attendance issues. Also with the school having their own attendance process helps re-engage students to stay in school longer and reduce truancy.

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
reporting anecdotally that they are seeing students, their whānau and the schools they attend are better off as the students have returned to education. For the older students (Intermediate - high school age) that were NENs, are no longer hanging around their communities when they should be at school or working towards completing a course.	
4. What issues and trends have arisen over the reporting period?	
<ul style="list-style-type: none"> • Increase of grandparents as main caregiver for their grandchildren. • Increase in drug use cases resulting in whānau/individuals being more aggressive/volatile. • Increase in 'Report of Concern Notifications' to MVCOT due to cases of violence and drug use. • Increase in number of whānau needing emergency housing further impounding on their poor financial situation. • Complex health/mental health issues. • Complexities of Youth Justice cases. • Whānau that are transient – in addition to emergency housing providers we are also hearing cases where they are moving in with friends/whānau. Because stay is only temporary and being mindful that most schools require their students to wear a uniform, caregivers choose not to enroll their children in school fearing that they will have to change schools and therefore have to fork out more money for another uniform. The children remain unenrolled until 	<ul style="list-style-type: none"> • Phone numbers attached to the case are no longer active/working. • Unable to find student/whānau for a long period of time. • Doing MSD checks and coming back with no address, or the same address but no longer live there. • The lack of information given when referral is received. No home addresses, no phone number or wrong phone number, the address given is wrong, dogs on the property, gang affiliation etc • Still a lot of whānau moving into the Waikato from other areas. These whānau still have strong family ties to the areas they came from which often results in students going on holiday well before the end of term and returning to school several weeks after the commencement of the new term. This makes it very difficult to trace their whereabouts and whānau are not helpful when trying to trace their whereabouts. • Drugs: the number of drugs supplied and the number of young persons who continue to use it at home and at school.

<p style="text-align: center;">Is anyone better off? Provider Summary Report - Narrative Report</p>	
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<p>permanent housing can be found. This can take weeks, months, or more.</p> <ul style="list-style-type: none"> • FGC's take too long, and when they do happen, no real teeth in the follow up hence MVCOT are advising not to refer. • New DP's don't know the process. Having to retrain schools on how to get onto ASA. • Schools want us to fix the UA attendance problems often deflecting their pastoral responsibility. • More students not able to handle the transition from Intermediate to high school. • Increasing drug and alcohol incidences/issues. • YJ's MVCOT have better traction in regards to getting NENs cases back into school but MVCOT don't stay engaged long enough and the student is usually re-referred as a UA and then later as a NENs. • Safety working with large unresponsive whānau with several social and financial issues. There has been an increase of teenage students disengaging from school and refusing to attend. • Increase of NEN cases offending. • A past trend is seeing an increase of Kingslea referrals 6 -2013, 5-2014, 8-2015, and 20-2016. We are also seeing very little YJ referrals to date. • Transient whānau moving in and out of the area with their children, they often take some time to enroll and do not always contact the school that they have just left. These children often end up getting NENsed but will show up at the beginning of the following term 	<ul style="list-style-type: none"> • The service does not have the support of both MoE and social development (MCOT) to enforce the child's (between 6yrs and up to the age of 16yrs old) rights to an education. This has been a discussion with Schools and Police. • Whānau needing housing. • Whānau/young people with complex health/mental health issues and increase waiting time for whānau to get specialist support. • Increase in YJ cases. • Increase in other caregivers and grandparents as the main caregivers due to biological parents being incarcerated. • Noticing teenagers that were in CYFS care for long periods of time doing well at school but when returned to parent care school attendance drops with the student either not enrolling or attending another school as they are now getting close to the age of 16 years. Trying to find and make contact with the parent and student is very time consuming with very little success. • Secondary Schools are continuing to bypass the UA referral step and send NEN referrals before 20 days nonattendance – giving Principal's discretion to NENs sooner does not allow the service time to address issues within a realistic time frame. • MoE continue to overlook the issues that that are highlighted in annual reports and MoE meetings. When will the MoE start to address the issues highlighted in these reports? The Integrated Attendance Service continues to function on hollow threats, an FGC

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
enrolled into another school. This creates a lot of missed days from school.	process that goes nowhere and no power to enforce penalties.
5. Describe proactive initiatives that you have undertaken.	
<ul style="list-style-type: none"> • Contact made with all nine Kāhui Ako CoL groups in our region. As a result attended a North East Hamilton Kāhui Ako meeting, positive response to attend a meeting with Hillcrest Kahui Ako pending change in leadership. Positive response also from Huntly District Kahui Ako. • Christmas Boxes: once again this initiative has allowed us to strengthen our relationships with school and form bonds with whānau. In late November and early December we delivered 500 kai boxes to whānau in need. • Creating connections with training providers (e.g. Responsive Trade Education, Wintec Maori & Pacific Trade Training programme) and employers through our Employment Coordinator is allowing us to explore greater options of s.71 and early leaving exemptions for students. • IAS assisted Fraser High on ASA for UA referrals and implemented a referral pathway for Deans and DPs to follow. • Consistent meetings with DPs at High Schools. • Consistent attendance at network meetings (e.g. West Hamilton Interagency, Otorohanga, TeAwamutu and Raglan Health & Welfare Networks, Fairfield Cluster, etc). 	<ul style="list-style-type: none"> • The use of social media to find where students or whānau may be. • Sending a text message instead of leaving a voicemail. Not many whānau have credit to check voicemail but can receive a text. • Leaving cards in doors/ letter boxes to contact me back. • When meeting with the student and whānau as an equal not acting superior to them. • Commitment and knowledge of advisors in the service help newer staff. • Meeting with local community houses, agencies to utilize the services that they have. • Being aware of surroundings (dogs, cameras, open doors windows, rubbish bins, etc.) allows staff to create a plan to leave if in danger – dog intervention training provided by the Hamilton City Council at annual generic training. • Read information and know who we are to see before knocking on the door or ring. • Accessing funding for school uniforms and other educational requirements. • Attending Oranga Rangatahi project meetings which comprise of all

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<ul style="list-style-type: none"> Introduced an incentive programme to encourage attendance (e.g. movie tickets). Working with female 24/7 and Morrinsville school counsellor to target Yr 9-10 high risk māori girls. Working with Morrinsville community towards He Herenga Tangata – to encourage whānau especially fathers and sons to participate in a day of challenges through activities organized by the services working in Morrinsville. An advisor appointed to an AE governance board and attending fortnightly meetings in regards to attendance strategies. Meetings occurring regularly with DPs' and/or school admin to address attendance issues. Consistent presence, participation and now leadership of the Fairfield Cluster (over a year). Working closely and intensively with whānau referred into the Fairfield Cluster. Working with schools, mental health providers and government agencies to achieve better outcomes for students. 	<p>services within the Huntly area who gather to meet to better the community.</p> <ul style="list-style-type: none"> Attending community projects and meetings outside of work hours to get to know the community a bit better. Reviewed collectively the Fairfield Cluster Project (started in October 2016). We are still consulting and fine tuning avenues. Promotions for our service/Te Kohao Health (e.g. Te Pou Taurahere carving course, He Herenga Tangata, Te Kohanga Reo Expo, Xmas Boxes). The service supporting Fraser High and initiating a “clearer” pathway for Deans & DPs to follow for NENs referrals. Consistently meeting with DP/Dean or Principal at Primary/Intermediate schools. Consistently attending network meetings. Consistently attending external supervision to improve practice. Do home visits to whānau a few days before the end of a term to make sure they go every day until the end of term as many truant whānau take a few days off before and after the school holidays. This is stopping unrealistic expectations by parents that it is alright to take these days off. Touching base with the whānau before the new term starts and ready for school on the first day of the New Year. Requesting schools to refer students that have low attendance. This allows the service to contact the families to discuss any issues.

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Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
	<ul style="list-style-type: none"> • Weekly hui with DP's, attendance admin and teachers. • Face-to-face meetings with parents. • Meeting with students at school. • Discussing with parents and students their weekly attendance stats. • Collaborating with Youth Services (Te Wananga o Aotearoa – TrainMe ATC College, Ngati Haua Mahi Trust training course). • YES Youth Services Te Aroha. • 24/7 mentors from the Baptist Church and Church Youth Groups. • Communication with the Police. • Working with the Youth in Morrinsville. • Working with whānau who are concerned with their kids in Waharoa. • On the AE Governance Board – Starfish. • Promoting the service in schools. • Attended the Fairfield Community day to promote the service to community members.
6. What changes to personnel and/or subcontractors engaged in the delivery of the Service have occurred?	
<ul style="list-style-type: none"> • 9(2)(a) left the organization in May. • 9(2)(a) employed as the replacement advisor 6 June. 	<ul style="list-style-type: none"> • 9(2)(a) left the organization in August. • 9(2)(a) was employed 21 August. <p>NB: over the greater part of the year we have had a stable workforce with minor changes to shifting staff into different areas.</p>

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Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
<p>7. Please attach two short case studies (not used in a previous report, with no identifiable details):</p> <p>a. a success story, including background/context, what did you do, what was the outcome</p> <p>b. an active complex case, including background/context, what you have done, difficulties encountered.</p> <p>See APPENDIX II below</p>	
<p>8. Any other key points from the reporting period? (optional)</p>	
<p>Following on from the feedback we gave at the National Attendance hui in June this year, our local MoE Advisor is exploring an alternative process to prosecutions.</p> <p>As a last resort we are exploring a process where WINZ benefits could be affected for those that are non-compliant.</p>	<p>Unfortunately, MoE has not communicated an alternative process for prosecutions and we have not had a clear pathway from WINZ to affect beneficiaries.</p> <p>Our local MoE Advisor has moved to take up a position in Auckland and the ministry are going through a recruitment process to appoint a replacement.</p> <p>Total coverage of 95.5% of schools registered on ASA will create capacity issues for the team. In effect this means that on average just over 21 schools are contacting each advisor by sending through referrals. The data analysis shows that the highest number of referrals are coming from the areas of Fairfield, Hamilton West (Nawton/Fraser), Huntly/Ngaruawahia and Melville/Glenview areas. Consideration must be given by MoE to provide additional funding for an extra FTE.</p>

9. 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?
• CYFS/MVCOT	Waikato Region	Social Worker Eugene Bourke	Monthly	Yes
• Police (e.g. Rock On)	Waikato Region	Cindy Corkill	Monthly	Yes
• JR McKenzie Funding	Waikato Region	Bill Gibson	Weekly	Yes
• Fairfield Cluster Group	Fairfield, Hamilton	Fairfield Schools	6weekly	Yes
• Te Whare O Te Ata – Fairfield Community House	Hamilton	Community Manager	Monthly	Yes
• West Hamilton Interagency Group	Hamilton West	Interagency groups & West Hamilton schools	Monthly-6weekly	Yes
• Ngāruawāhia Tu Tangata Charitable Trust	Ngāruawāhia	Social Workers	When required	Yes
• Nga Miro Health	Ngāruawāhia	Nga Miro Health staff	When required	Yes
• Ngāruawāhia Community Care & Crisis Support Centre	Ngāruawāhia	Ngāruawāhia Community Care & Crisis Support Centre staff	When required	Yes
• Ngāruawāhia Community House	Ngāruawāhia	Ngāruawāhia Community House staff	When required	Yes
• Waikato District Council – Youth Group	Ngāruawāhia	Waikato District Council – Youth Group staff	When required	Yes
• Waahi Whaanui Trust	Huntly	Family Services/Social services/SWIS	When required	Yes
• Te Kauwhata Community House	Te Kauwhata	Social services	When required	Yes
	Huntly	Youth Social service team	When required	Yes

<ul style="list-style-type: none"> • Raahui Pookeka Rangatahi Network Forum • Cambridge PAR Group 	Cambridge	Police/Cambridge schools/Interagency	Monthly	Yes
<ul style="list-style-type: none"> • Otorohanga Womens Welfare League 	Otorohanga	League staff/Maniapoto Marae PACT Trust/Te Kuiti Community House/BUPA/Head & Trauma Foundation/Alzheimer's Waikato/WDHB Public Health/Te Kuiti Homebase services	Monthly	Yes
<ul style="list-style-type: none"> • Health & Welfare Network 	Te Awamutu	Police (See Otorohanga Womens Welfare League groups above). WDHB Community Mental Health team	Monthly	Yes
<ul style="list-style-type: none"> • Raglan Community Network 	Raglan	(See Otorohanga Womens Welfare League groups above). Police	Bi-monthly	Yes
<ul style="list-style-type: none"> • Youth In Tact 	Raglan/Te Awamutu	Mental Health/Drug & Alcohol	Bi-monthly	Yes
<ul style="list-style-type: none"> • Te Whetu Rangatahi (Starfish) 	Matamata	Counselling/Social Services Social services/Youth services	Fortnightly	Yes

<ul style="list-style-type: none"> • Te Manawa Ora • Youth Empowerment Service • Te Hauora o Ngati Haua 	Morrinsville	Social services	Monthly	Yes
	Te Aroha	Youth services	Fortnightly	Yes
	Waharoa	Social services	Monthly and as required	Yes

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
Before the end of week 3 of school term 3

Annual contract review report due date
Before the end of February

Signed:	9(2)(a)	
Date:		
Name:		
Position:	Team Leader – Te Kohao Health Integrated Attendance Service	

Signed:	9(2)(a)	
Date:		
Name:		
Position:	General Manager	

APPENDIX I – ANALYSIS OF SCHOOLS REGISTERED ON ASA

NUMA (Waikato)Te Kohao Health Trust		
Number of Schools in Provider Area	Number of Schools Signed up to ASA as at 15 Jan, 2018	% of Schools Signed up to ASA
177	136 169	77% 95.5% as at 23Feb2018

Key	School Number	School Name	Address	ASA sign up as at 15 Jan, 2018
1.	1688	Arohena School	40 Pukewhau Road RD 7 Te Awamutu	No YES 1Mar17
2.	1702	Cambridge School	Wilson Street Cambridge	No YES 26Feb16
3.	1713	Elstow-Waihou Combined School	Bowlers Road Te Aroha	No YES 28Feb17
4.	1719	Firth School	45 Station Road Matamata	No YES 4July13
5.	2759	Fraser High School TPU	72 Ellicot Road Hamilton	No
6.	1725	Glenview School (Hamilton)	Bruce Avenue Glenview Hamilton	No YES 18Dec12
7.	1741	Hinuera School	Hinuera Road West Hinuera	No
8.	1744	Horahora School (Cambridge)	1798 Maungatautari Road Cambridge	No YES 26Feb13
9.	1779	Kio Kio School	1701 State Highway 3 Kio Kio Otorohanga	No
10.	1783	Korakonui School	734 Wharepuhunga Road Korakonui Te Awamutu	No YES 16Aug13
11.	1793	Maihihi School	775 Maihihi Road RD 2 Maihihi	No YES 16Mar17
12.	1834	Morrinsville School	Lincoln Street Morrinsville	No YES 27Feb12
13.	1835	Motumaoho School	2085 Hamilton Road RD 2 Motumaoho Morrinsville	No YES 9Dec15
14.	1844	Ngahinapouri School	1185 Kakarama Road Ngahinapouri	No YES 14May15

15.	1853	Ngutunui School	400 Ngutunui Road Puketotara Pirongia	No YES 25May17
16.	1889	Paterangi School	1326 Paterangi Road Paterangi Ohaupo	No YES 14Apr14
17.	1891	Patricia Avenue School	20 Patricia Avenue Hamilton East Hamilton	No YES 24Jul12
18.	1897	Pirongia School	100 Beechey Street Pirongia	No YES 6Dec12
19.	1902	Puahue School	573 Puahue Road Te Awamutu	No
20.	1903	Pukeatua School	Arapuni Road Pukeatua	No
21.	1938	Rukuhia School	58 Rukuhia Road Ohaupo	No YES 11Jun14
22.	4125	South City Christian School	137 Collins Road Glenview Hamilton	No YES 17May13
23.	1947	St Joseph's Catholic School (Matamata)	Hohaia Street Matamata	No
24.	1952	St Joseph's Catholic School (Te Aroha)	41 Koromiko Street Te Aroha	No YES 23Feb18
25.	1880	St Mary's Catholic School (Otorohanga)	38 Hinewai Street Otorohanga	No YES 29Jul15
26.	1965	St Peter's Catholic School (Cambridge)	22 Anzac Street Cambridge	No YES 20Dec13
27.	1967	Stanley Avenue School	Stanley Avenue Te Aroha	No YES 5Jul13
28.	1972	Tahuna School	Tahuna Ohinewai Road Tahuna	No YES 27Nov17
29.	1985	Tauhei Combined School	860 Tauhei Road Tauhei	No YES 4Mar15
30.	1998	Te Akau School	Te Akau Road Te Akau	No YES 3Feb2018
31.	2002	Te Awamutu Primary School	401 Teasdale Street Te Awamutu	No YES 26June13
32.	1919	Te Kura o Rangiriri	39 Rangiriri Road Rangiriri	No YES 4Jun13
33.	2012	Te Miro School	443 Te Miro Road Te Miro Cambridge	No YES 31Jan18
34.	2013	Te Pahu School	671 Te Pahu Road Te Pahu Hamilton	No YES 29Apr15
35.	1917	Te Wharekura o Rakaumangamanga	26 Mcdiarmid Crescent Huntly	No YES 30May13
36.	3115	Te Wharekura o Te Rau Aroha	RD 1 5453 State Highway 27 Waitoa	No YES 31Jan14

37.	140	Waikato Diocesan School For Girls	660 River Road Hamilton	No YES 23Feb16
38.	2060	Waingaro School	Waingaro Road Ngaruawahia	No YES 3Mar14
39.	266	Waipa Christian School	93 Chapel Drive Te Awamutu	No
40.	2075	Wairere School	Wardville Road Wardville Waharoa	No
41.	2071	Waitetuna School	129 Waitetuna Valley Road RD 1 Raglan	No YES 15Aug14
42.	1680	Aberdeen School	Aberdeen Drive Dinsdale Hamilton	Yes
43.	1693	Bankwood School	152 Bankwood Road Chartwell Hamilton	Yes
44.	1695	Berkley Normal Middle School	26 Berkley Avenue Hillcrest Hamilton	Yes
45.	1700	Cambridge East School	Williams Street Cambridge	Yes
46.	142	Cambridge High School	Swaynes Road Cambridge	Yes
47.	1701	Cambridge Middle School	Clare Street Cambridge	Yes
48.	2096	Crawshaw School	Crawshaw Drive Nawton Hamilton	Yes
49.	1709	David Street School	45 David Street Morrinsville	Yes
50.	1710	Deanwell School	Deanwell Avenue Melville Hamilton	Yes
51.	6941	Endeavour School	Endeavour Avenue Flagstaff-Hamilton Hamilton	Yes
52.	129	Fairfield College	Bankwood Road Fairfield Hamilton	Yes
53.	1715	Fairfield Intermediate	Clarkin Road Fairfield Hamilton	Yes
54.	1716	Fairfield Primary School	260 Clarkin Road Fairfield Hamilton	Yes
55.	1720	Forest Lake School	Storey Avenue Forest Lake Hamilton	Yes
56.	1721	Frankton School	Massey Street Dinsdale Hamilton	Yes
57.	135	Fraser High School	72 Ellicott Road Dinsdale Hamilton	Yes
58.	1723	Glen Massey School	897 Waingaro Road Glen Massey Ngaruawahia	Yes
59.	1727	Goodwood School	517 Fencourt Road Cambridge	Yes
60.	1728	Gordonton School	Woodlands Road Gordonton Hamilton	Yes
61.	131	Hamilton Boys' High School	Peachgrove Road Hamilton	Yes

62.	1731	Hamilton East School	Dawson Street Hamilton East Hamilton	Yes
63.	132	Hamilton Girls' High School	Ward Street Hamilton	Yes
64.	1942	Hamilton Junior High School	Heath Street Te Rapa Hamilton	Yes
65.	1732	Hamilton North School	Warwick Avenue Te Rapa Hamilton	Yes
66.	4105	Hamilton Seventh-Day Adventist School	46 Annebrook Road Hillcrest Hamilton	Yes
67.	1733	Hamilton West School	36 Hammond Street Hamilton West Hamilton	Yes
68.	1735	Hautapu School	Hautapu Road Hautapu Cambridge	Yes
69.	1736	Hauturu School	614 Harbour Road Hauturu Oparau	Yes
70.	138	Hillcrest High School	Masters Avenue Hillcrest Hamilton	Yes
71.	1739	Hillcrest Normal School	218 Cambridge Road Hillcrest Hamilton	Yes
72.	1746	Horotiu School	Bridge Road Horotiu Hamilton	Yes
73.	1747	Horsham Downs School	4 Martin Lane RD1 Horsham Downs	Yes
74.	1749	Hukanui School	Pickering Crescent Chartwell Hamilton	Yes
75.	119	Huntly College	Bridge Street Huntly	Yes
76.	1751	Huntly School (Waikato)	25 Onslow Street Huntly	Yes
77.	1752	Huntly West School	Paki Street Huntly	Yes
78.	1753	Insoll Avenue School	95 Insoll Avenue Fairfield Hamilton	Yes
79.	1323	Kaiaua School	Coast Road Pokeno	Yes
80.	1757	Kaihere School	1115 B State Highway 27 Kaihere Morrinsville	Yes
81.	1760	Kaipaki School	687 Kaipaki Road Ohaupo	Yes
82.	1764	Karapiro School	Tirau Road Karapiro Cambridge	Yes
83.	1771	Kawhia School	318 Rosamond Terrace Kawhia	Yes
84.	1776	Kihikihi School	71 Whitmore Street Kihikihi	Yes
85.	1777	Kimihia School	Tamihana Avenue Huntly	Yes
86.	1780	Kiwitahi School	2 Chepmell Road Kiwitahi	Yes
87.	1781	Knighton Normal School	Knighton Road Hillcrest Hamilton	Yes

88.	1784	Koromatua School	355 Koromatua Road Hamilton	Yes
89.	1789	Leamington School	Lamb Street Leamington Cambridge	Yes
90.	1792	Maeroa Intermediate	Churchill Avenue Hamilton	Yes
91.	1800	Manawaru School	Manawaru Road Te Aroha	Yes
92.	1344	Mangatangi School	2047 Miranda Road Mangatangi	Yes
93.	1358	Maramarua School	2200 State Highway 2 Maramarua	Yes
94.	2094	Marian Catholic School (Hamilton)	Firth Street Hamilton East Hamilton	Yes
95.	1186	Matamata Christian School	91 A Smith Street Matamata	Yes
96.	124	Matamata College	Firth Street Matamata	Yes
97.	1812	Matamata Intermediate	Smith Street Matamata	Yes
98.	1813	Matamata Primary School	115A Broadway Matamata	Yes
99.	1814	Matangi School	599 Matangi Road Matangi	Yes
100.	137	Melville High School	Collins Road Glenview Hamilton	Yes
101.	1823	Melville Intermediate	Mount View Road Melville Hamilton	Yes
102.	1824	Melville Primary School	101 Ohaupo Road Melville Hamilton	Yes
103.	1373	Meremere School	Heather Green Avenue Meremere	Yes
104.	126	Morrinsville College	Alexandra Avenue Morrinsville	Yes
105.	1833	Morrinsville Intermediate	Elizabeth Avenue Morrinsville	Yes
106.	1841	Nawton School	Livingstone Avenue Nawton Hamilton	Yes
107.	1843	Newstead Model School	429 Morrinsville Road Newstead	Yes
108.	488	Nga Taiatea Wharekura	134 Rotokauri Road Nawton Hamilton	Yes
109.	127	Ngaruawahia High School	Kent Street Ngaruawahia	Yes
110.	1849	Ngaruawahia School	Galileo Street Ngaruawahia	Yes
111.	1851	Ngati Haua School	Pukemoremore Road Cambridge	Yes

112.	1855	Ohaupo School	4010 Great South Road Ohaupo	Yes
113.	1856	Ohinewai School	39 Ohinewai South Road Ohinewai Huntly	Yes
114.	1869	Orini Combined School	1389 Orini Road Taupiri	Yes
115.	1874	Otewa School	916 Otewa Road RD 5 Otorohanga	Yes
116.	157	Otorohanga College	Bledisloe Avenue Otorohanga	Yes
117.	1876	Otorohanga School	95 Phillips Avenue Otorohanga	Yes
118.	1877	Otorohanga South School	Rangipare Street Otorohanga	Yes
119.	1892	Peachgrove Intermediate	72 Peachgrove Road Hamilton East Hamilton	Yes
120.	1893	Pekerau School	742 Te Rahu Road Te Awamutu	Yes
121.	1898	Pokuru School	873/2 Pokuru Road Pokuru	Yes
122.	1905	Pukemiro School	John Street Pukemiro Huntly	Yes
123.	1907	Puketaha School	Puketaha Road Puketaha Hamilton	Yes
124.	1908	Pukete School	Pukete Road Pukete Hamilton	Yes
125.	125	Raglan Area School	Norrie Avenue Raglan	Yes
126.	1924	Rhode Street School	Rhode Street Dinsdale Hamilton	Yes
127.	1930	Rotokauri School	462 Rotokauri Road Hamilton	Yes
128.	1927	Roto-O-Rangi School	5 Kairangi Road Cambridge	Yes
129.	708	Rototuna Junior High School	Kimbrae Drive Rototuna Hamilton	Yes
130.	6976	Rototuna Primary School	23 Strathmore Drive Rototuna Hamilton	Yes
131.	615	Rototuna Senior High School	Kimbrae Drive Rototuna Hamilton	Yes
132.	1937	Ruawaro Combined School	Bain Road Huntly	Yes
133.	139	Sacred Heart Girls' College (Ham)	52 Clyde Street Hamilton East Hamilton	Yes
134.	1940	Silverdale Normal School	62 Silverdale Road Hillcrest Hamilton	Yes

135.	1941	Springdale School	No 1 Road Waitoa	Yes
136.	1943	St Anthony's Catholic School (Huntly)	102 Bailey Street Huntly	Yes
137.	1944	St Columba's Catholic School (Frankton)	50 Rifle Range Road Frankton-Hamilton Hamilton	Yes
138.	136	St John's College (Hillcrest)	85 Hillcrest Road Hillcrest Hamilton	Yes
139.	1949	St Joseph's Catholic Sch (Morrinsville)	11 Linden Street Morrinsville	Yes
140.	1946	St Joseph's Catholic School (Fairfield)	88 Clarkin Road Fairfield Hamilton	Yes
141.	1962	St Patrick's Catholic Sch (Te Awamutu)	625 Alexandra Street Te Awamutu	Yes
142.	1963	St Paul's Catholic School (Ngaruawahia)	Belt Street Ngaruawahia	Yes
143.	1964	St Peter Chanel Catholic Sch (Te Rapa)	5 Vardon Street Te Rapa Hamilton	Yes
144.	1966	St Pius X Catholic School (Melville)	57 Pine Avenue Melville Hamilton	Yes
145.	632	Tai Wananga	Ruakura AgResearch Centre East Street Hamilton	Yes
146.	1976	Tamahere Model Country School	37 Devine Road Tamahere Hamilton	Yes
147.	1983	Tatuanui School	State Highway 27 Tatuanui	Yes
148.	1987	Taupiri School	Greenlane Road Taupiri	Yes
149.	1995	Tauwhare School	26 Scotsman Valley Road Hamilton	Yes
150.	116	Te Aroha College	Stanley Avenue Te Aroha	Yes
151.	1999	Te Aroha Primary School	Jubilee Avenue Te Aroha	Yes
152.	146	Te Awamutu College	938 Alexandra Street Te Awamutu	Yes
153.	2001	Te Awamutu Intermediate	646 Hazelmere Crescent Te Awamutu	Yes
154.	115	Te Kauwhata College	Waerenga Road Te Kauwhata	Yes
155.	2005	Te Kauwhata Primary	Wira Street Te Kauwhata	Yes

		School		
156.	2007	Te Kowhai School	Horotiu Road Te Kowhai	Yes
157.	282	Te Kura Amorangi o Whakawatea	Saxbys Road Melville Hamilton	Yes
158.	2047	Te Kura o Waharoa	32 Ward Street Waharoa	Yes
159.	2010	Te Mata School (Raglan)	778 Te Mata Road Raglan	Yes
160.	2014	Te Poi School	Stopford Road Te Poi Matamata	Yes
161.	2020	Te Rapa School	61 Ashurst Avenue Te Rapa Hamilton	Yes
162.	577	Te Totara Primary School	31 Hector Drive Rototuna North Hamilton	Yes
163.	2024	Te Uku School	3436 State Highway 23 Raglan Te Uku	Yes
164.	641	Te Wharekura o Nga Purapura o Te Aroha	320 Factory Road Te Awamutu	Yes
165.	1696	TKKM o Bernard Fergusson	Duke Street Ngaruawahia	Yes
166.	1718	TKKM o Te Ara Rima	33 Fifth Avenue Enderley Hamilton	Yes
167.	1589	TKKM o Toku Mapihi Maurea	137 Silverdale Road Hillcrest Hamilton	Yes
168.	2045	Vardon School	36 Cunningham Road Beerescourt Hamilton	Yes
169.	2046	Waerenga School	Taniwha Road Waerenga Te Kauwhata	Yes
170.	539	Waikato Waldorf School (Rudolf Steiner)	85 Barrington Drive Rototuna Hamilton	Yes
171.	2064	Waipa School	Kia Toa Street Ngaruawahia	Yes
172.	2074	Walton School	305 Walton Road Walton	Yes
173.	2086	Wharepapa South School	14 Wharepapa Road Te Awamutu	Yes
174.	2087	Whatawhata School	9 Kura Street Whatawhata Hamilton	Yes
175.	2090	Whitikahu School	Whitikahu Road Whitikahu Taupiri	Yes
176.	2091	Whitiora School	38 Willoughby Street Whitiora Hamilton	Yes
177.	2093	Woodstock School	Fairfield Road Fairfield Hamilton	Yes

APPENDIX II – 7. SHORT CASE STUDIES

HALF YEAR		FULL YEAR	
A.	A success story, including background/context, what did you do, what was the outcome	A.	A success story, including background/context, what did you do, what was the outcome
9(2)(a)			

	9(2)(a)
B. An active complex case, including background/context, what you have done, difficulties encountered	B. An active complex case, including background/context, what you have done, difficulties encountered
9(2)(a)	

9(2)(a)

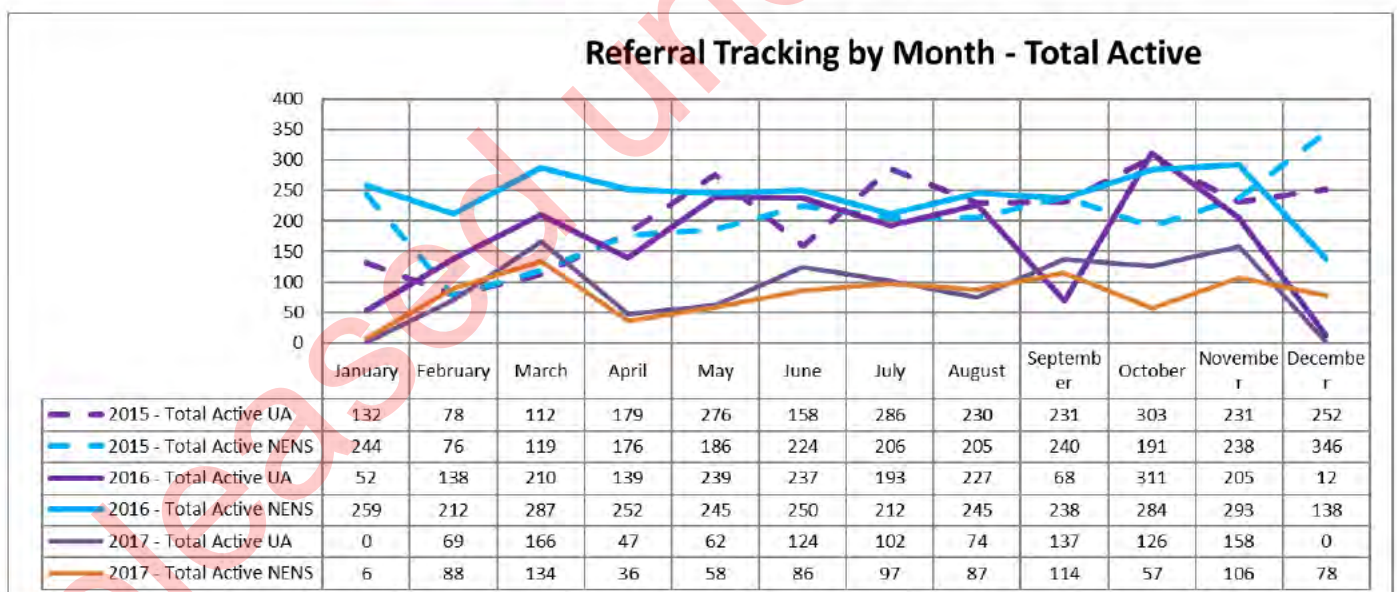
9(2)(a)

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Solomon Group Auckland B – Half-Yearly and Annual Contract Review July 2017			
Reporting measure description	Objective	Report actual	
		Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
How many?			
1a. Number of schools in the Attendance Service catchment region	N/a	Total of 142 schools in the catchment region of whom 124 have signed up to ASA.	Total of 142 schools in the catchment region of whom 126 have signed up to ASA.
1b. Proportion of schools in the Attendance Service catchment region who are registered ASA users (KPI 4)	At least 65%	This is a total of 87%. We are continuing to work with schools in our area, both to increase the number who have log ins and those who regularly use our service. Of note, the majority of the schools who have not signed up at this point are rural (small) primary schools, Kura and a few located in East Auckland.	A total of 88.7% of schools in our catchment area are registered ASA users. As per last report, the majority of the schools who have not signed up at this point are still mostly rural (small) primary schools, Kura, special needs schools and a few located in East Auckland.
How well?			
1. Every non-enrolled case that has been open longer than six months has a plan in place to re-engage the student back into a school or legal learning environment (KPI 1)	100%	<p>All NEN have plans available on request or on the relevant ASA case notes.</p> <p>Currently there are 53 Cases which is a decrease from the last report.</p>	<p>All NEN have plans available on request or on the relevant ASA case notes.</p> <p>Currently there are 102 Cases which is an increase from the last report. This is mostly due to changes in OT's referral processes. The department is no longer accepting referrals under Section 19 unless there is a formal prosecution under way.</p>

		<p>One hundred percent of these have 6 month NEN cases plans complete</p> <p>Reasons for longer than six months on ASA listed below: Youth Justice/Oranga Tamariki = 26 Released on Bail = 1 Untraceable = 20 We are working with the Police and Immigration to locate these learners. Missing persons = 1 Eligible but Unable to enrol in zone schools = 2 Job seeking due to pregnant partner = 1 Custody issues = 1 In the process of ELX = 1</p> <p>As per report, this is 87%. We have been working hard to meet this KPI but there seems to be a trend where we seem to receive high numbers of referrals at one time which puts us behind. This service does have very high throughput and we are trialling different strategies to meet this KPI. One of these is using an additional resource from within Solomon Group (the Operations Team) to assist with this on a weekly basis. One other issue that has potentially impacted on this is the amount of ASA downtime (IT issues).</p>	<p>One hundred percent of these have 6 month NEN cases plans complete</p> <p>Reasons for longer than six months on ASA listed below: Youth Justice/Oranga Tamariki = 32 Released on Bail = 0 Untraceable = 25 We are working with the Police and Immigration to locate these learners. Missing persons = 0 Eligible but Unable to enrol in zone schools = 0 Young mums = 1 Custody issues = 1 In the process of ELX = 2 Enrolling in Term 1 = 5 Non-engagement due to OT not accepting referrals = 26 Other OT involvement (Care and Protection) = 32 Police Involvement = 4 MOE Involvement = 2 Whirinaki Involvement = 2 Out of age range/Late transfers into the service = 3 As stated above, the main reason for these high numbers is the inability to refer to OT under section 19. This has had a dramatic effect on services nationally. The service continues to try and address each case as well as they can but this is a difficult task given the multi-layered issues.</p>
2. Unjustified absence referrals are responded to within within 1 school day (8	At least 90%	<p>This is 85%. It is expected however that this number may decrease in future reports due to some additional processes we are now</p>	<p>This is now 88% which is an improvement on the previous report but not quite up to the KPI. We have</p>

ASA hours) of receipt (KPI 2)		developing in partnership with schools.	now managed to negotiate to have two resources from other departments to help us with this which should prove to get us up to the required level. The company is absorbing this cost.
3. Unjustified absences that are resolved within 22 school days (KPI 3)	65%	This is 85%. It is expected however that this number may decrease in future reports due to some additional processes we are now developing in partnership with schools.	This is now at 68% which is within the KPI requirements. However it is a decrease for us – this is (again) mainly due to the refusal of OT to take referrals. As a follow on, there is also now large numbers of referrals waiting to be allocated to the Children's Team. This is slowing all processes down.



This table reflects our internal tracking of referrals.

Is anyone better off? Provider Summary Report - Narrative Report	
Annual review 2017 Start of school term 1 to last day of school term 4	
1. Describe some highlights from the period.	
	<ul style="list-style-type: none"> We have a new Manager in place which we recruited towards the end of last year. His name is 9(2)(a) and he comes to Solomon Group from BEST Education. He is highly competent in both people management and process development and has a real heart for South Auckland. We are working hard to integrate him into the community and he is extremely keen to get in and start the year well. We continue to focus on networking with community providers and while it has sometimes been problematic due to large numbers, we are still endeavoring to hold cases open longer to allow for all parties to work together for the learners. Process (internal systems) continue to be strengthened which allows transparency with schools. Continued support from MOE 9(2)(a) with difficult and multi-barrier cases.
2. Describe barriers that have been encountered.	
	<ul style="list-style-type: none"> The largest barrier to service provision over the report period has been the refusal of OT to take referrals under Section 19. This is having a huge impact on referrals, duration on the service, community trust and school involvement in wrapping around cases. Schools continue to have an incorrect impression of when to use our service. This still means that they are waiting too long to refer and/or having unreal expectations when they have tried everything and exhausted all avenues. In these cases the school has usually taken it upon themselves to perform our service which limits what we can then do. Mental Health is still an on-going and escalating issue. Our staff continue to deal with clients and whanau who admit to self-harm, suicide, drugs, anxiety, depression, alcoholism, anger issues and issues related to homelessness. Homelessness also continues to be an issue. Like Work and Income, schools require a fixed abode to enroll and sometimes this is not possible give the housing options in (particularly) South Auckland. There has been a lack of referrals to AE's as there were 'fit' issues with a lot of referrals and the young people were falling through gaps. There continue to be on-going concerns about how AE enrolments are captured, tracked and reported. These concerns have previously been communicated to National Office and Regional Office. OT continues to struggle with turnaround times for holding FGC's. The wait time for these is a barrier as students are often waiting around and (sometimes) this means they get into more trouble. Resourcing for this contract continues to be tight. During term three (winter) the service is already under stress due to the effect weather has on attendance (including Solomon Group staff sickness). There is no extra capacity available for these times. The majority of our cases continue to be unique, complicated and multi-faceted. The Solomon Group would be able to do more with more resources.
3. Describe enablers that have been encountered.	
	<ul style="list-style-type: none"> 9(2)(a) continue to be extremely helpful. They continue to work with us to facilitate students returning to school. They are also good at advocating for the student when needed. The Staff at the Solomon Group continue to be dedicated and are committed to our community and partnering with schools and whanau.

Is anyone better off? Provider Summary Report - Narrative Report	
Annual review 2017 Start of school term 1 to last day of school term 4	
4. What issues and trends have arisen over the reporting period?	
	<ul style="list-style-type: none"> • Overarching OT Policy issues • Increasing amount of children with little or no early childhood education and therefore a non-healthy attendance pattern. • As stated previously, Mental health issues are escalating. • Schools are continuing to refuse enrolments on grounds that students are 'trouble', even if they are in zone. • School resources continuing to be stretched and therefore staffing hours continue to be reduced in relation to attendance. • Students being moved around by OT or family members or spilt between 2 parents which has made attendance difficult. • Still continue to be large numbers of referrals that are unable to be located. • ENROL details continue to be outdated. • Transient families and shared housing issues. • Bullying, reduced resilience and genuine fear, preventing people from attending mainstream. • Poverty related problems continue to increase. • A lack of parenting skills – some parents continue to tell our staff that they are intimidated by their own children. • Student fatigue - students too tired to go to school as they have been on either social media or gaming for a large proportion of the night. • Police are very short staffed so we have been unable to continue with proactive strategies that we were doing last year. • Work and Income still don't seem to be following up dependents non-attendance with their clients. Regional Office has been informed and is looking into this.
5. Describe proactive initiatives that you have undertaken.	
	<ul style="list-style-type: none"> • Schools have had good feedback about the 'SAS Information and Resource Packs'. This pack includes all processes, ASA information, template letters, parent information, Education Act information and other resources (including pens, wrist bands etc). • The processes around students transitioning between schools continues to improve. ie: Primary to intermediate or intermediate to secondary school. • Kaiawhina continuing to support whanau at WINZ to obtain help with uniforms and stationery costs. • Still doing 'Care' packs for children (especially new entrants to year three) which are aimed at keeping them attending with their friends (stuffed toys who they choose to go to schools with them). This uses an attachment model approach. • Rewards structure for attendance – this is done on a school by school basis and the awards/rewards are presented at assemblies. • Operational support for schools with SAS staff running training sessions for new schools enrolling on the ASA service.
6. What changes to personnel and/or subcontractors engaged in the delivery of the Service have occurred?	

Is anyone better off?	
Provider Summary Report - Narrative Report	
Annual review 2017	
Start of school term 1 to last day of school term 4	
	<ul style="list-style-type: none">• New Manager effective February 2018• Some staff movements due to internal promotion, illness and staff going on to further study.
7.	<p>Please attach two short case studies (not used in a previous report, with no identifiable details):</p> <p>a. a success story, including background/context, what did you do, what was the outcome</p> <p>9(2)(a)</p> <p>[Redacted text block containing multiple paragraphs of blacked-out content]</p>

Is anyone better off?

Provider Summary Report - Narrative Report

Annual review 2017

Start of school term 1 to last day of school term 4

9(2)(a)

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Is anyone better off?
Provider Summary Report - Narrative Report

Annual review 2017
Start of school term 1 to last day of school term 4

8. 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?
IOSIS Manurewa Governance for SWISS and MASSIS	Manurewa	Principals, CYF, Police, Children's Team	Quarterly	Yes – ALWAYS
IOSIS Papakura Governance for SWISS and MASSIS	Papakura	Principals, CYF, Police, Children's Team,	Quarterly	Yes – ALWAYS
	Manurewa			Yes- Always
Adolescent Clinic (CYF Manurewa)	Manurewa	SWISS workers, DHB, Salvation Army, School representatives, Police, CYF, Family Start,	Bi-Monthly	Yes – Always
Franklin Community Services Governance Group	Franklin	Franklin Family support services, Police, Local MP Andrew Bradley, WINZ Manager, CYF, Strengthening Families, Maori Wardens,	Quarterly	Yes Always
Monthly Community report by NZ Police	Separate meetings for the following 3 areas <ul style="list-style-type: none"> - Manurewa - Papakura - Franklin 	CYF, Police, Local community town ambassador supervisors, Maori Warden, Mall head of security, neighborhood watch, Church groups.	Monthly	
ROCK ON		Police, School attendance rep,	Working group – Monthly	

Is anyone better off? Provider Summary Report - Narrative Report				
Annual review 2017 Start of school term 1 to last day of school term 4				
Working group and Steering group.	Separate meetings for the following 3 areas <ul style="list-style-type: none"> - Manurewa - Papakura - Franklin 	Principals, school social workers, ICM contractors, CYF, WINZ	Steering group - Quarterly	

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.

Half-yearly contract review report due date
Before the end of week 3 of school term 3

Signed:

Date:

Name:

Position:

Annual contract review report due date
Before the end of February

Signed:

Date:

Name:

Position:

STRIVE Community Trust – Half-Yearly and Annual Contract Reviews 2017

Reporting measure description	Objective	Report actual	
		Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
How many? 1a. Number of schools in the Attendance Service catchment region 1b. Proportion of schools in the Attendance Service catchment region who are registered ASA users (KPI 4)	NA At least 65%	Strive Integrated Attendance Service has 59 Schools with in their contract According to the stats there are 93% of Schools that are registered with the ASA system.	In 2017 the number of schools that were registered with the ASA system still remained the same. 93% of schools contracted in our catchment are registered and are referring to the Integrated Attendance Service.
How well? 1. Every non-enrolled case that has been open longer than six months has a plan in place to re-engage the student back into a	100%	This year the Attendance Advisors work with a max of 20 live cases. These are cases where the family has made contact with the Attendance Service and	As stated in half yearly report each Attendance Advisor works with a max of 20 live NENS cases. A live case is families that have made contact or an agency has stated they are working with the family and supporting the families.

Reporting measure description	Objective	Report actual
school or legal learning environment (KPI 1)	At least	<p>are willing to work on a joint plan of returning the younger learner back to some form of Education. These cases are to be updated every 10 days on the progress of the NENS.</p> <p>All other cases are worked on by our filtering team who ensures that there is some kind of contact and engagement with the learner and their families, once contact is made then cases are to be assigned to the appropriate Attendance Advisors.</p> <p>Unfortunately there is a high number of cases that are still not engaging with the service despite efforts made, Immigration checks , MSD checks and school checks. According to the data 208 cases have been open for more than 13 months these are the priority cases that our filtering team have gone through and an action plan has been put in place for these cases. This year the filtering team have gone through these particular cases and at this stage have closed 34 cases at least 60% of these cases are unable to locate the family who are no longer living at the given address, unfortunately Immigration and MSD have had no luck advising "unable to locate" the young person..</p>
2. Unjustified absence referrals are responded to within within 1 school day (8 ASA hours) of receipt (KPI 2)	90%	<p>According to the stats provided Strive Community Trust hit a target of 94% this is due to the referral coordinator assigning cases within an hour or so of referral being lodged by a school</p>

Reporting measure description	Objective	Report actual	
3. Unjustified absences that are resolved within 22 school days (KPI 3)	65%	<p>According to the information that is provided Strive Community Trust hit a target of 49% of UA cases being resolved within 22 school days. Unfortunately this did not meet the KPI percentage of 65%; however this was due to UA cases becoming very complexed for Attendance Advisors to work within 22 school days. Many things have hindered a case being resolved within 22 days such as Social Issues, ongoing health issues, student and parent refusal. These types of cases need more support from Attendance Advisors, other agencies and also the school to help improve a learner's attendance and sustainability within the school.</p>	<p>In 2017 Strives Integrated Attendance Service hit a target of 93%. Our Administrator is our main allocator and we find that having one point of contact for our allocations makes a smooth transition between our administrator and our attendance advisors. Our administrator receives all referrals and assigns cases to the appropriate attendance advisor with in an hour or submission.</p> <p>At the end of 2017 Strive Community Trust target was 44% which was a decrease of 5%. This did not hit the KPI target of 65 %. As advised in our last report many things have hindered a case being resolved with 22 days such as social issues, ongoing health issues, student and parent refusal to attend some form of education. Another concern was the schools expectations of the Attendance Services and advising attendance advisors to keep cases open longer due to the learners attendance not improving.</p> <p>Strive Attendance Service will continue to meet with school principals, deans and referrers to ensure that all parties understand each other's roles and responsibilities and a better action plan from all parties for all UA referrals.</p>

Reporting measure description	Objective	Report actual	
Is anyone better off? 4. Zero students have been referred more than 4 times to the Provider's Attendance Service.	0%	The data provided indicates that there has been 1 learner that has been referred through to the ASA database system 4 times this year. When going through this case it shows that the learner has been referred as a NENS case too. When breaking down the number of re referrals as UA only it indicates that Strive Community Trust has not had a 4 th UA referral come through the books thus far.	The information provided in the report advises that there has been one learner that has been referred 5 times in 2017. This is a great decrease from 2016 where Strive Community Trust was sitting at 40 learners being referred 5 times.

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
1. Describe some highlights from the period.	
Positive highlight for Strive Community Trust Attendance Service This year are listed below. 1. Back To School Project – At the beginning of every year it's evident that a lot of families are on extended holidays or are unaware of the first day for their children. This year Strive Community Trust	Positive highlights from Strive Community Trust for 2017 are listed below 1. Back To School Project – At the beginning of every year it's evident that a lot of families are on extended holidays or are unaware of the first day for their children. This year Strive Community Trust

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
<p>Attendance team came back 2 weeks before the school term started to take part in a new initiative to ensure that learners are at school on the first day and the first week of the school term. 13 highly referred schools were part of this project and they referred their top 20 learners of whom they knew had a history of starting the school year late. One school referred 20 and on the first day and week of school 17 of those learners returned back to school.at least 80% of the learners referred to this project returned back to school and have improved their attendance this far.</p> <p>2. Tamaki Makarau Police Attendance Operation – In Early March Strive Community Trust was part of a Tamaki Makarau Police operation. Strive Community Trust worked alongside the Ormiston and Otahuhu Police Team. Project was successful to a point on one day during this operation one student was referred. The number of referrals that were submitted during this operation decreased, which showed great results to the project itself.</p>	<p>Attendance team came back 2 weeks before the school term started to take part in a new initiative to ensure that learners are at school on the first day and the first week of the school term. 13 highly referred schools were part of this project and they referred their top 20 learners of whom they knew had a history of starting the school year late. One school referred 20 and on the first day and week of school 17 of those learners returned back to school.at least 80% of the learners referred to this project returned back to school and have improved their attendance this far.</p> <p>2. Tamaki Makarau Police Attendance Operation – In Early March Strive Community Trust was part of a Tamaki Makarau Police operation. Strive Community Trust worked alongside the Ormiston and Otahuhu Police Team. Project was successful to a point on one day during this operation one student was referred. The number of referrals that were submitted during this operation decreased, which showed great results to the project itself.</p> <p>3. Transitional Housing Project – Strive Community Trust have been contracted with Emergency Housing and it has been noted that there are some families with young learners who are not enrolled in schools. Part of the Transitional Housing project is to ensure that all learners that are not enrolled or attending school anywhere are enrolled in a nearby school. Schools are notified of the families situation and are very supportive in offer second hand uniform and are aware that learner could possibly move out of the area.</p>

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
	<p>4. Strive Community Trust In House Meetings – Strive Community Trust hold many contracts including Youth Services and MASSIS. In 2017 a new initiative was to hold monthly meetings between the three strive departments that are working in our local colleges in Mangere and Otahuhu, this was to ensure that the schools and families in these colleges were getting the best service from each team.</p> <p>5. Community of Learning/Cultural Team Project – Alongside the COLS project Strive Community Trust adopted the same philosophy of one attendance advisor following the family from primary, intermediate and also college. Part of this project was to meet the needs of our PI and Maori families for example allowing a Samoan attendance advisor to work with all Samoan families. This has been a fantastic idea as we are being culturally responsive to our families.</p> <p>6. Mangere Police Joint Home Visits – Once a month the Mangere Police and an Attendance Advisor conduct joint home visits to our complex families who are not engaging with the attendance advisors. This occurs on a Wednesday once every month with an allocated staff member from the police team and also the attendance services.</p> <p>7. Family Group Conference Pre Consults – Every Thursday mornings our Family Support Coordinator attends FGC pre consults once a week. Part of this is to discuss young people that are active under Strive and to put action plans towards the young person.</p>

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
	<p>8. Family Support Coordinator Role – This role is a senior attendance advisor role. Part of this role is to work with our very high risk cases, which includes all Oranga Tamariki referrals (NENS only)</p> <p>9. Quarterly Reports to each Principal Cluster – At the end of each term Strive Community Trust collate data to show how many schools in each cluster are referring and numbers for each school and area wide numbers. This information is sent to each chairmen and secretary of each cluster that Strive Community Trust service.</p> <p>10. Transition of nearly 16 year olds to Youth Services – Strive Community Trust attendance service has a smooth transition of learners that are turning 16 to youth services. As a learner turns 16 cases are referred to youth services, once the referral is picked up by a youth advisor and an engagement is conducted, an progression update is then sent to the attendance service to ensure the family have been visited and a plan is put in place.</p>
1. Describe barriers that have been encountered.	
<p>The barriers that were encountered in the last teams are listed below.</p> <p>1. Low resources – with the complexity of the cases both UA and NENS coming through to Strive Community Trust, we found that the number of resources did not meet the need in a timely fashion when addressing and dealing with cases. Strive Community Trust services a high needs area, despite the support given from other agencies in the local area.</p>	<p>In 2017 there have only been two barriers that strive community trust had encountered.</p> <p>1. Low resources – with the complexity of the cases both UA and NENS coming through to Strive Community Trust, we found that the number of resources did not meet the need in a timely fashion when addressing and dealing with cases. Strive Community Trust services a high needs area, despite the support given from other</p>

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
	<p>agencies in the local area</p> <p>2. Communications between agencies regarding attendance matters – in 2017 strive community trust found certain agencies were not communicating with each other in regards to the educational pathway plan of a learner, however the attendance service would ensure that all parties would receive feedback and updates in regards to the learners pathway plan.</p>
3. Describe enablers that have been encountered.	
<p>1. Working with UA Cases – Since being back this year Attendance Advisors have been given the opportunity to work smarter with difficult UA cases. This has allowed Attendance Advisors to work more smarter with difficult cases and to implement a plan in place to lift the attendance rate of a learn who has been referred more than once to Strive Community Trust and because of this cases have decreased as stated in the stats report and has built a positive working approach.</p>	<p>In 2017 Strive Community Trust encountered several enablers.</p> <p>1. Working with UA Cases – Since being back this year Attendance Advisors have been given the opportunity to work smarter with difficult UA cases. This has allowed Attendance Advisors to work more smarter with difficult cases and to implement a plan in place to lift the attendance rate of a learn who has been referred more than once to Strive Community Trust and because of this cases have decreased as stated in the stats report and has built a positive working approach.</p> <p>2. Community of Learning Scheme – Otahuhu College taking the lead and promoting services to the schools under the Otahuhu COLS.</p> <p>3. Culturally Responsive – Having a cultural unit respond to learners and families and following the COLS scheme for example Samoan attendance advisor working with Samoan families.</p>

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
	<p>4. External Agencies – External agencies having access service and information on learner’s educational pathway plans.</p> <p>5. Collaboration with units - Ability to work in collaboration with other units within Strive Community Trust, who service within our colleges.</p>
6. What issues and trends have arisen over the reporting period?	
<p>1. Transience Families – Strive Community Trust have noticed the number of families that are living in two different areas. This becomes difficult to work with due to cases being assigned to the appropriate provider and being returned back to Strive Community Trust.</p>	<p>1. Emergency Housing – there has been an increase of families living in emergency transitional housing.</p> <p>2. Mental Health Issue – Increase in mental health within the homes of learners, causing the learner to not be able to attend school.</p> <p>3. High Risk Cases – Increase in numbers of high risk cases coming through. Due to the increase this has caused our family support coordinator to only be able to service one of our contracted areas.</p> <p>4. Financial Issues – Families not being able to purchase school stationary, uniforms and lunches for their children, which hinderers the child from attending school.</p>

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
5. Describe proactive initiatives that you have undertaken.	
<ol style="list-style-type: none"> Back to School Project – As stated above a great initiative this year was the back to school project. This project helped decrease referrals in term 1 and 2 2016 compared to term 1 and 2 in 2017. Tamaki Makaurau – This initiative helped decrease the number of referrals that came through the system during the project. It also highlighted to the community that Strive Community and Police were working together. 	<ol style="list-style-type: none"> Back to School Project – As stated above a great initiative this year was the back to school project. This project helped decrease referrals in term 1 and 2 2016 compared to term 1 and 2 in 2017. Tamaki Makaurau – This initiative helped decrease the number of referrals that came through the system during the project. It also highlighted to the community that Strive Community and Police were working together. 2017 Highlights – Highlights named above
4. What changes to personnel and/or subcontractors engaged in the delivery of the Service have occurred?	
<ol style="list-style-type: none"> The only changed that occurred this half year was reducing the re referral rate. Allowing the attendance advisors to be able to address and work closely with families has reduced the re referral rate and also reduced the number of referrals in comparison from 2016 to 2017 for Terms 1 and 2. 	<ol style="list-style-type: none"> Improved Collaboration – Better Collaboration approach to colleges with Strive Community Trust three units working together in the schools. Improved Response – Fine tuned response to contract and ensuring a review with attendance team every quarter. Improved Cultural Response – More responsive to the culture of the family and having a better understanding.

Is anyone better off? Provider Summary Report - Narrative Report				
Half-yearly review Start of school term 1 to last day of school term 2		Annual review Start of school term 1 to last day of school term 4		
5. Please attach two short case studies (not used in a previous report, with no identifiable details): a. a success story, including background/context, what did you do, what was the outcome b. An active complex case, including background/context, what you have done, and difficulties encountered.				
6. Any other key points from the reporting period? (optional)				
		1. Professional Development Workshops – Each quarter the attendance service go through professional development, such as <ul style="list-style-type: none"> - CPI Training - First Aide Training - Law in a Nutshell - Supervision - Case Review - Peer Supervision - One on One consultations - Departmental Meetings - Monthly Meetings (Management/CEO) - Quarterly reviews about service 		
2. 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?
YCAP	Manukau East	Police, Oranga Tamariki, Crosspower, Ministry of Education, Whirinaki Health, Pillars, Attendance Service	Every 2 nd Month	Yes

Is anyone better off? Provider Summary Report - Narrative Report				
Half-yearly review Start of school term 1 to last day of school term 2			Annual review Start of school term 1 to last day of school term 4	
Otara, Otahuhu, Mangere, Nga Manga Providers Meetings, Manukau Network.	Mangere, Otara, Otahuhu, Papatoetoe, Manukau	Local Board, Social Services, Schools, Police, Auckland Council, Attendance Service	Once a month	Yes, Attendance Issues within the areas.
Family Group Conference Pre Consults	Mangere	Oranga Tamariki, Attendance Service, Police	Every Thursday's	Education Pathway Plan
Strengthening Families Meetings LMG	Mangere, Otara	Oranga Tamariki, Strengthening Families, Attendance Service, Police	Once a month	Agencies Supporting each other

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.

Half-yearly contract review report due date
Before the end of week 3 of school term 3

Signed:	
Date:	
Name:	
Position:	

Annual contract review report due date

Signed:	
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Before the end of February

Date:	
Name:	
Position:	

9(2)(b)(ii)

Released under the Act

Te Runanganui o Ngati Porou – Half-Yearly and Annual Contract Reviews

Reporting measure description	Objective	Report actual	
		Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
How many? 1. Number of schools in the Attendance Service catchment region	NA	77 schools serviced by this contract.	64/77 schools registered with ASA
How well? 1. Every non-enrolled case that has been open longer than six months has a plan in place to re-engage the student back into a school or legal learning environment (KPI 1) 2. Unjustified absence referrals are responded to within within 1 school day (8 ASA hours) of receipt (KPI 2) 3. Unjustified absences that are resolved within 22 school days (KPI 3)	100% At least 90% 65%	1. Refer to attachment At the end of term 2 we had 22 NE cases open longer than 6 months 2. 92% of UA referrals responded to within 1 school day of receiving the referral 3. 61% of UA cases resolved within 22 school days. Our achievement is down in this area however our key focus is being able to track the student to get them returned to school which is always a difficulty in this line of work.	1.0 Refer to attachment 1.1 In total we had 242 NE referrals for the year with a total of 232 NE cases closed – this represents a closure rate of 95% 1.2 In comparison with national statistics, the NE closure rate was 93.5% 2.0 Our response times for UA referral responses are at 83% - this is low and this service will work to improve the response rate. 3.0 Our achievement rate is still down although at the end of the year some of our schools requested that we do not close cases in order to keep working on students over the holiday break, which we complied with.

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
1. Describe some highlights from the period.	
<ul style="list-style-type: none"> Our highlight in this period was to get schools who were registered with ASA to actually use ASA to refer on their cases. Often because we have Kaiawhina based in the school it has been difficult to get them to refer through the ASA – they are more likely to request from the Kaiawhina to follow up directly We have also talked with some schools about referrals as a way in which we can both monitor the progress of getting students back in to school. 	<ul style="list-style-type: none"> During each term break Kaiawhina generally spend the time following up on cases. At the end of the 2017 year Kaiawhina planned a holiday programme for young people aged between 8 and 12 years old. This programme happened 15 – 18 January 2018. Events will be outlined in the 2018 half year review. Kaiawhina continue to support schools by following up on enrolments into years 7 and 9. To do this Kaiawhina have a list of those already enrolled from the relevant schools and follow up on those who are not enrolled. This process supports our schools with their own planning for the following year.
2. Describe barriers that have been encountered.	
<ul style="list-style-type: none"> Our biggest barrier is our families We have some families/whanau who are historically non-attenders. There has been no engagement with education from them, their parents or even their grandparents. These families/whanau have been the generations of our labour force e.g. the garden workers, the fencers, the shearers or meat workers. In their lives they have not required skills and don't understand that these roles now need skills. We also have generational beneficiaries and/or families/whanau who have grown up on a benefit that do not see any future for their children. 	<ul style="list-style-type: none"> Bullying appears to be rife in our schools according to a number of families whose children are not attending school. However schools have asked for families of students who are being bullied to come in to the school to discuss, the families say they do not wish to take it any further. Some families are using the concept of bullying to support their children not attending school. It must be reinforced that some students are being bullied and their family and the school are working together to overcome the situation.
3. Describe enablers that have been encountered.	
<ul style="list-style-type: none"> The only enabler we have is the work that our schools and Kaiawhina do to encourage families/whanau to strive for better for their children. 	<ul style="list-style-type: none"> Again our best enabler is the Kaiawhina and the work they do with our schools to encourage students to attend; Another key enabler is to communicate regularly with our schools via the Advisory Group meetings and other mediums.

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
	<ul style="list-style-type: none"> 2018 will see some changes that will be communicated to host schools via personal visits – specifically in the Gisborne/East Coast region.
4. What issues and trends have arisen over the reporting period?	
<ul style="list-style-type: none"> There are no new trends over this period. They are the same as have been with this service. In our older children/rangatahi if there is an opportunity to work, even for a short period they will take it. It is about the economic climate they live in. 	<ul style="list-style-type: none"> We note that a number of families are seeking home schooling for their children.
5. Describe proactive initiatives that you have undertaken.	
<ul style="list-style-type: none"> We now refer families/whanau who have concerns that are beyond the scope of this service to social agencies/services to assist with specific barriers that keep their children at home e.g. budget services for those who cannot afford to feed their children or housing and health services for those who have children living in accommodation that affects their health. 	<ul style="list-style-type: none"> Weekly team meetings continue to keep all informed of what is occurring in our school world. A planned holiday programme is to keep the momentum happening with younger aged students who are not attending school regularly.

6. What changes to personnel and/or subcontractors engaged in the delivery of the Service have occurred?	
<p>We currently have no changes in personnel except those already reported on:</p> <ul style="list-style-type: none"> One staff member currently training as an FGC coordinator; Supervisor changed so they are more local and available to Kaiawhina 9(2)(a) appointed for Matakaoa area 	<ul style="list-style-type: none"> Kaiawhina resigned as of 22 September 2017 At the time of the Kaiawhina resignation being received this organisation was undergoing a restructuring and all new appointments were put on hold. Any vacancies were to be offered to staff affected by the restructuring. The restructuring phase of this organisation was not officially over until December 2017. In keeping with the restructuring the position was offered to a staff member who accepted the role but could not take it on until 2018 as she had work that needed to be completed in her former role. During this process the host school was kept informed of how things were going. Further changes are being worked on as noted in the 2016 report These changes include co-management of this programme Once confirmed, changes will be advised
7. Please attach two short case studies (not used in a previous report, with no identifiable details):	
a. a success story, including background/context, what did you do, what was the outcome	
b. an active complex case, including background/context, what you have done, difficulties encountered.	
<ul style="list-style-type: none"> No case studies to attach – just confirmation that staff are doing their very best to get students back in to school. 	<ul style="list-style-type: none"> Refer to attached
8. Any other key points from the reporting period? (optional)	
<ul style="list-style-type: none"> This period has been difficult due to change in management style – with the increasing workload of the co-managers there has been minimal interaction with the team. Plans for the remainder of 2017 are to increase the coverage of team meetings through a sharing of the leadership of the team. 	<ul style="list-style-type: none"> Nil to report

9. 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.

Note:

1. This service does not attend interagency groups as such, preferring instead to maintain networks with key agencies
2. Networking meetings are on the basis of Attendance and include –
 - Schools
 - Police
 - Oranga Tamariki
 - MOE
 - Year 9+
 - Childrens Team
 - Safe Tairāwhiti Community Trust Community Safety-Injury Prevention work stream
 - Whānau Ora
 - Iwi

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.

Released under the Act

9(2)(a)

[REDACTED]

[REDACTED]

[REDACTED]

Released under the Act

9(2)(b)(ii)



Released under the Act

9(2)(a)

Released under the Act

APPENDIX 11 – Tokoroa Council of Social Services – Half-yearly and annual contract review template

Tokoroa Council of Social Services – Half-Yearly and Annual Contract Reviews			
Reporting measure description	Objective	Report Actual	
		Half-Yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
How many? 1a. Number of schools in the Attendance Service catchment region 1b. Proportion of schools in the Attendance Service catchment region who are registered ASA users (KPI 4)	NA At least 65%	85% There are three schools not registered with ASA <ul style="list-style-type: none"> • Kuranui School • Pa Harakeke Teen Parent Unit • St Mary's Catholic School 	90% There are two schools not registered with ASA <ul style="list-style-type: none"> • Bishop Edward Gaines Catholic School • Pa Harakeke Teen Parent Unit
How well? 1. Every non-enrolled case that has been open longer than six months has a plan in place to re-engage the student back into a school or legal learning environment (KPI 1)	100%	Every NEN case that is open for longer than six months, does have a plan. Once we are able to make contact and ascertain the reason or reasons for a students absence from formal education, a plan is developed in conjunction with the student, family and perspective education facility. Timelines are developed regarding review and goal setting as may be required.	As with the previous reporting period. These long term students have been extremely difficult to locate and contact. Reasons for being unable to contact them are: <ul style="list-style-type: none"> • Geographical location • Transience due to being share milkers • Health and disability issues

2. Unjustified absence referrals are responded to within 1 school day (8 ASA hours) of receipt (KPI 2)	At least 90%	97.74% of UA referrals were responded to within one school day. Of this percentage four referrals were cancelled.	91.81% of UA referrals were responded to within one school day. Of this percentage four referrals were cancelled.
3. Unjustified absences that are resolved within 22 schools days (KPI 3)	65%	Our current rate is 48.39% closure rate within 22 school days. This is short of the objective, but also is an indication of the complexity of some of the cases and/or the difficulty faced in trying to make contact with the student and their family.	Our closure rate for the year is 21.11%. This again indicates the complexity of the cases and/or the difficulty in trying to make contact with the student and their family.

Is anyone better off?

Provider Summary Report – Narrative Report

Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
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1. Describe some highlights from the period

During this period we have noticed the improved attendance of some of worst truants.

- 9(2)(a) [REDACTED]
- A parent being quite volatile, rude and unapproachable. Through persistence and positive interaction between our service and the parent, he slowly opened up and now wishes us a nice day when we make contact.
- 9(2)(a) [REDACTED]

2. Describe barriers that have been encountered	
The main barrier is not being able to make contact with the family of students.	<ul style="list-style-type: none"> • The main barrier again is being able to make contact with students and their families • The schools have out-of-date information for students addresses and contact numbers, who the student is actually living with – parent, grandparent, caregiver • The schools not knowing where their students are. Saying they are absent when they are actually representing the school at sporting activities etc • Student running away from home, living with random people (not known to mum and dad). Returned home and then in and out of residential home. • Students under the care of Oranga Tamariki and our service not being updated as to the care-plan of the child, or where they are living etc. • Parents/caregivers under the influence of synthetics and the issues that arise from this – i.e. their comprehension of the situation, the lack of concern shown.
3. Describe enablers that have been encountered	
One enabler is parents allowing their student to stay home. This can be because of a number of reasons – such as they have given up fighting with their child regarding attendance. Some parents do not see the problem of their child missing what they think is only a day of school.	<ul style="list-style-type: none"> • Lack of parenting – not wanting to cause conflict with their child (mainly teens) • Condoned absences • Student telling mum and dad that they have time off school for varying reasons and mum and dad not checking with school • Staying at a friends house and then not attending school the next day – mum and dad not taking responsibility to ensure that their child attends
4. What issues and trends have arisen over the reporting period?	
<ul style="list-style-type: none"> • Health issues – strep throat has been a big issue, flu, tummy bugs 	<ul style="list-style-type: none"> • Health issues are again the main trend

<ul style="list-style-type: none"> Weather issues – parents not willing to send their children to school in the rain Bullying issues within the school Kids not enjoying school Teacher issues 	<ul style="list-style-type: none"> Weather issues – not prepared for the weather, especially during the winter months Bullying issues within the school – parents saying the school is not addressing the issue and prefer to keep their child at home Children not enjoying school – being truant from specific classes and not liking teachers Parents being ill, with some being hospitalised and some terminal. There are no support systems for the family in place, so they stay to help with the personal care and health of their parent.
5. Describe proactive initiatives that you have undertaken.	
<ul style="list-style-type: none"> Promoting the message of it's not okay to miss a day When making contact with parents, ensuring that it is positive experience for both them and their child, to ensure that any future contact is not confrontational Being available to schools for any issue they may have regarding students attendance – some schools do not want to bother IAS for attendance issues they feel have not reached their threshold yet, we encourage schools to make contact with us as soon as possible. Ensuring that IAS is involved in community events and activities, giving us further avenues to promote the it's not okay to miss a day message. 	<ul style="list-style-type: none"> Promoting the message of it's not okay to miss a day When speaking with parents/caregivers, ensuring that it is positive experience for both them and their child, to ensure that any future contact is not confrontational Encouraging both schools and parents to contact us if they need support or assistance in anyway Ensuring that IAS is involved in community events and activities, giving us further avenues to promote the it's not okay to miss a day message.

Is anyone better off?	
Provider Summary Report – Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
6. What changes to personnel and/or subcontractors engaged in the delivery of the Service have occurred?	
<ul style="list-style-type: none"> 9(2)(a) – Work Coordinator – has moved to a supervisory role within the Service 	<ul style="list-style-type: none"> 9(2)(a) – Work Coordinator – has moved to a supervisory role within the Service

<ul style="list-style-type: none"> • 9(2)(a) – Work Coordinator – has the day to day operation of the service • 9(2)(a) – Attendance Advisors, also have dual roles as Family Support Workers 	<ul style="list-style-type: none"> • 9(2)(a) – Work Coordinator – has the day to day operation of the service • 9(2)(a) – Attendance Advisors, also have dual roles as Family Support Workers 			
7. Please attach two short case studies (not used in a previous report, with no identifiable details): <ul style="list-style-type: none"> a. A success story, including background/context, what did you do, what was the outcome b. An active complex case, including background/context, what you have done, difficulties encountered. 				
8. Any other key points from the reporting period? (optional)				
One major point is the reintroduction of the Tokoroa Attendance Group meetings. These meetings are in line with the Rock On meetings which run very successfully in Putaruru.				
9. 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?
Rock On Putaruru	Putaruru and Tirau	<ul style="list-style-type: none"> • IAS • Putaruru Police • Oranga Tamariki • Wera • Raukawa • Overdale Community Centre • RTLB • School Counsellor • Putaruru College • Putaruru Primary • Tirau School 	Adhoc Change of police personnel has lead to this committee not being functional for a number of months	Meeting is based around attendance issues of the schools
Tokoroa Attendance Group - TAG	Tokoroa	<ul style="list-style-type: none"> • IAS • Youth Aid Officer • Oranga Tamariki 	Adhoc Change of police personnel and scheduling	Meeting is based around attendance issues of the schools

		<ul style="list-style-type: none"> • YMCA • Wera • Raukawa • PHN • Forest View High School • Tokoroa Intermediate • Strathmore School • Tainui Full Primary School • David Henry School • Tokoroa Central School 	difficulties for all members have meant that the group has not met monthly	
Care and Protection Panel – Oranga Tamariki	South Waikato and Mangakino	<ul style="list-style-type: none"> • IAS/Tokoroa Council of Social Services • Tokoroa Police • PHN • MOE • Representative – High Schools • Representative – Primary Schools • Family Start • SW Pacific Island Community Services 	Fortnightly	Meeting is to discuss care and protection issues for children within the South Waikato who have been referred to Oranga Tamariki. Within these meetings attendance issues are discussed.
Community Collective	South Waikato	<ul style="list-style-type: none"> • IAS/Tokoroa Council of Social Services • SW Pacific Island Community Services • Oranga Tamariki • YMCA 	Bi-monthly	Meeting is to discuss community events and activities for children and young people within the South Waikato district. Within these meetings

Outcome Agreement between the Ministry of Education and Tokoroa Council of Social Services

		<ul style="list-style-type: none"> • Raukawa • Wera • Salvation Army 		attendance issues may be discussed.
Interagency Meetings	Tokoroa	<ul style="list-style-type: none"> • IAS/Tokoroa Council of Social Services • SW Pacific Island Community Services • Oranga Tamariki • YMCA • Raukawa • Wera • Salvation Army • PHN • School Counsellors • Youth Intact • Toi Ohomai 	Monthly	Meeting is discuss who is doing what where within our community. Although the meetings are not specifically around children and young people, all services involved are working with children and young people.

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 attached 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
Before the end of week 3 of school term 3

Signed:	9(2)(a)
Date:	8 September 2017
Name:	9(2)(a)
Position:	TCOSS Service Delivery Manager Work Coordinator - IAS

Annual contract review report due date
Before the end of February

Signed:	9(2)(a)
Date:	20 March 2018
Name:	9(2)(a)
Position:	TCOSS Service Delivery Manager Work Coordinator - IAS

9(2)(a)

9(2)(a)

Released under the Act

APPENDIX 13– Half-yearly and annual contract review template

Te Kuiti High School Attendance Service – Half-Yearly and Annual Contract Reviews			
Template to be completed for each service area			
Reporting measure description	Objective	Report actual	
		Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
How many?			
1a. Number of schools in the Attendance Service catchment region	NA	18	18
1b. Proportion of schools in the Attendance Service catchment region who are registered ASA users (KPI 4)	At least 65%	78%	78%

How well?			
1.	Every non-enrolled case that has been open longer than six months has a plan in place to re-engage the student back into a school or legal learning environment (KPI 1)	100%	100%
2.	Unjustified absence referrals are responded to within within 1 school day (8 ASA hours) of receipt (KPI 2)	At least 90%	97%
3.	Unjustified absences that are resolved within 22 school days (KPI 3)	65%	35%

Released under the Act

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
1. Describe some highlights from the period.	
<p>Working with whanau who have had and/or continue to have very difficult home lives and circumstances but who are trying to work together to address their child's attendance.</p> <p>Engaging in conversations with new schools that have not used our service before, as well as meeting with new principals to our area.</p> <p>Closing off some families and young people with long term low attendance due to change in circumstances and therefore attendance improved.</p>	<p>Working with a whanau who moved back to Te Kuiti and housing was an issue, along with behaviour from previous schools. However, we managed to successfully enroll and re-integrate a teenage girl back into schooling after close to two years off school.</p> <p>Working with community members and local people to support young people's attendance.</p> <p>Working with Public health to assist with asthma of two young buys, one included supporting this whanau to get pink batts and insulation installed and asthma has improved.</p>
2. Describe barriers that have been encountered.	
<p>Health issues. We have a number of children and/or parents where their health issues are poorly managed, particularly mental health and it does not feel like services are able to provide the support required for the attendance issues to be overcome in a timely way. We are dealing with some parents who would like to homeschool their children who have significant mental health issues, are difficult to communicate with as their worldview is significantly different from ours. The process for getting help is so long and inefficient. We have wasted a whole term with one whanau who have been applying for homeschool. This whanau have had numerous unjustified absence referrals over years, numerous Public health nurse, hospital interventions/health camp stay which found that much of the sickness is mental health in both the young person and the parent so a homeschool arrangement is entirely inappropriate, we believe this will be declined however the process between the whanau</p>	<p>Relying on other agencies to support the work of the Attendance Officer particularly in terms of actioning requests in a timely way is a challenge. There are times when other key agencies particularly government agencies could also address the truancy as they are visiting homes and seeing families when children are present. We have revisited our truancy forum and now have this reinvigorated to address particularly the high risk and non-enrolment notifications.</p> <p>Doing referrals to hold Truancy Family Group Conferences and those are not followed up and when they are, the facilitation has not been effective. We have recently met with Oranga Tamariki to raise these concerns and to look at solutions and a better understanding of roles, responsibilities and acceptable timeframes for action. This will help to</p>

and MoE has taken so long that even getting to the point of it being declined has meant that there has been a significant time away from school as the parent refuses to send the children despite being asked to while this is being sorted. It is difficult to consider prosecution when both the child and the parent have significant mental health issues. All options have been exhausted.

guide both of our expectations and we are looking forward to a more responsive service from them this year as agreed at our meeting.

Work and Income following up phone calls and social obligations for beneficiaries children to attend school has been an issue. We have raised this with their regional office and we now have an agreed contact point regionally who will assign these to case manager and follow up to ensure that there is work done at their end to discuss the issue with their clients, outline their responsibilities under their social obligations to enroll and ensure their children attend school daily and monitor this progress over time.

Receptionist/ Principals secretaries in some school create barriers with whanau as they ask for the absence but in an interrogating and condescending manner, at times it has been said that they share whanau information which then gets back to the whanau. This in term leads them to not make contact when their children are absent as they don't wish to give the reason why. Where this has been a recurring issue when we have actioned a referral and been told this by whanau, we have discreetly shared with the Principal so that they are aware that the school approach needs refining.

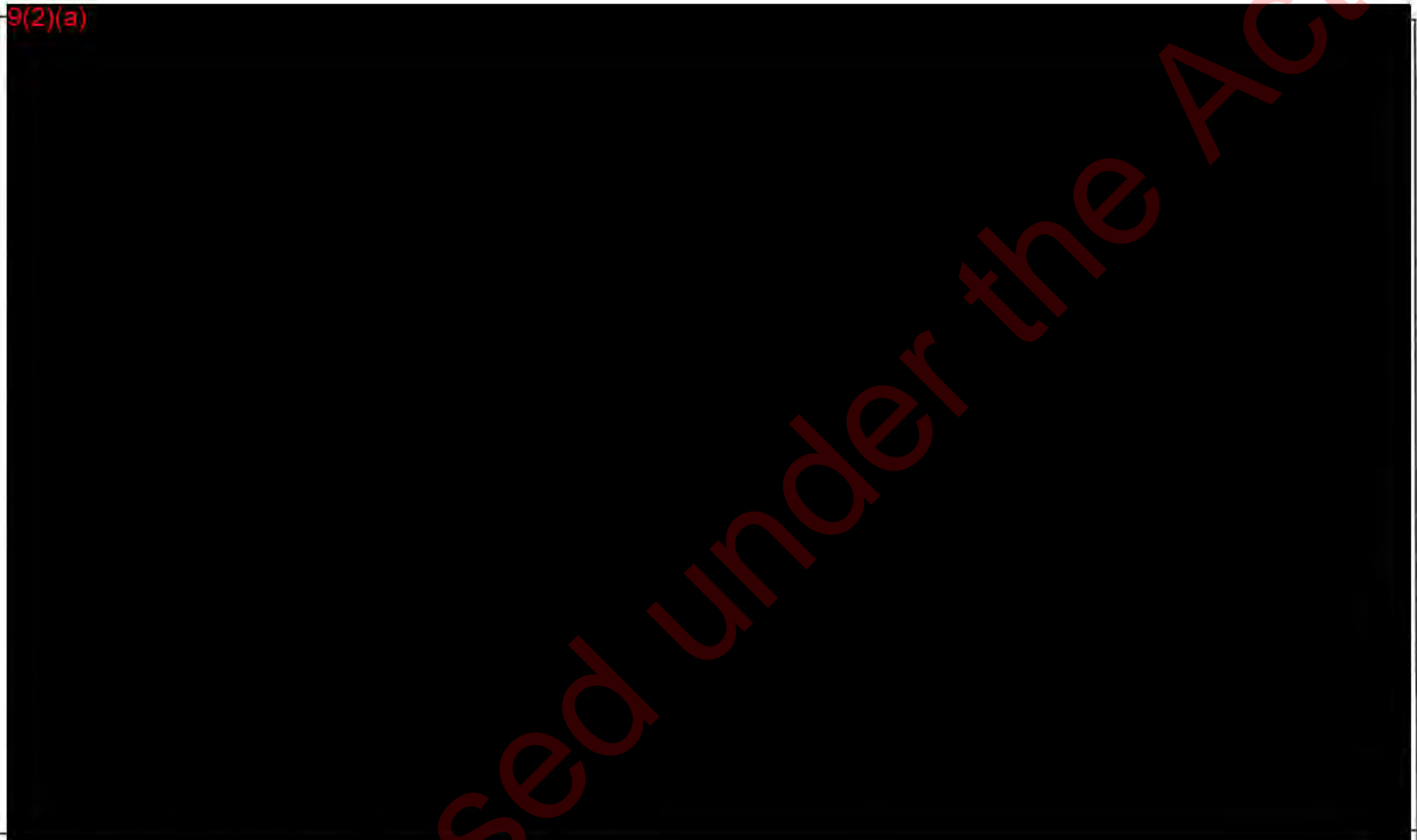
We are still receiving non-enrolment notifications without having received an unjustified absence referral first and receiving unjustified absence referrals with very low attendance rates. We communicate with our referring schools to gain an understanding on why these were done late or not at all and despite having a conversation where this will be rectified, it happens again.

3. Describe enablers that have been encountered.

- The contact person in Work and Income Regional office who is now taking charge of monitoring the requests made for support of Work and Income clients and a clear process to ensure a timely response
- The reinvigoration of the truancy forum
- The meeting with Oranga Tamariki and agreeance on a speedier response to referrals

4. What issues and trends have arisen over the reporting period?	
<p>There seems to be many younger children off with Asthma this winter. Due to living in rural communities, a number of our students are finding it difficult to up early enough and organized in time to meet their school buses.</p>	<p>There have been a lot of transient teenagers this past half year. Living with different family members for short periods of time and then moving on to the next whanau. Lots of effort can go in to getting them enrolled (including getting them a uniform and stationery), ensuring they have the right supports in school and monitoring the transition to ensure they stay enrolled and engaged. In many cases they are finally settling when they are uprooted again.</p> <p>Parents being unwell themselves and not being well enough to focus on the schooling needs of the young person.</p> <p>Parents are struggling to get their teenagers to school as the have run out of ideas and options to motivate them, unfortunately these are teenagers in very rural areas that do not qualify for Te Kura due to proximity to the nearest bus.</p>
5. Describe proactive initiatives that you have undertaken.	
<p>Younger kids some end of term awards. Family group conference</p>	<p>Offering incentives and motivational options within the High school for weekly attendance Having students on daily reports for attendance.</p>
6. What changes to personnel and/or subcontractors engaged in the delivery of the Service have occurred?	
	No changes to personnel
<p>7. Please attach two short case studies (not used in a previous report, with no identifiable details):</p> <p>a. a success story, including background/context, what did you do, what was the outcome</p> <p>b. an active complex case, including background/context, what you have done, difficulties encountered.</p>	
<p>a) 9(2)(a)</p> <div style="background-color: black; height: 100px; width: 100%;"></div>	

9(2)(a)



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

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9. 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?
North King Country Youth offending team (truancy is included)	Te Kuiti/Otorohanga	Police Waikato DHB Oranga Tamariki Kokiri Te Oranga Pai Maniapoto Marae Pact Trust Attendance Service Probation Strengthening Families	Monthly	Yes

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.

Annual contract review report due date
Before the end of February

Signed:	9(2)(a)
Date:	21 March 2018
Name:	9(2)(a)
Position:	Principal

Released under the Act

Te Ora Hou Ōtautahi School Attendance Service Annual Contract Review Report for 2017

Executive summary

Barriers (section 2):

- The difficulty in retaining a skilled experienced workforce in a service where community knowledge and relationships are essential.

Issues and trends (section 4):

- A continuing increase in referrals for non-enrolment.
- Continuing over-representation of Māori in both unjustified absence and non-enrolled referrals.
- No improvement in engagement between Attendance Service providers and MOE nationally around key issues.
- Continuing lower utilisation of the service by primary schools, relative to the national data.

Proactive initiatives (section 5):

- Limited resourcing and a high reactive workload mean there is limited capacity to undertake proactive initiatives in the sense they are described in the outcome agreement.

Other key points (section 8):

- For the calendar year we have not met KPI 3, but both of Te Ora Hou's service areas outperformed the national data, which was agreed in 2017 to be made a guideline rather than a measure of performance.
- With a number of measures there are significant variations between Te Ora Hou's service areas and the national data.
- High workload, health & safety obligations, and lack of clarification with respect to MOE's HSWA-related obligations remain a concern.
- Resourcing/funding remains a concern as we enter our sixth year of service provision on the same fixed contract income. As we look to our right of contract renewal at the end of 2018 it is disappointing to have had no further engagement with respect to MOE's budget for the 2018-2019 financial year.
- There has been no further engagement from MOE with respect to the development of outcome measures to replace the current KPIs.

Reporting measure description	Objective	Report actual	
		Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
How many?			
1a. Number of schools in the Attendance Service catchment region	NA	Area 16: 125 Area 17: 267	Area 16: 125 Area 17: 267
1b. Proportion of schools in the Attendance Service catchment region who are registered ASA users (KPI 4)	At least 65%	Area 16: 83% Area 17: 82%	Area 16: 89% Area 17: 85%
How well?			
1. Every non-enrolled case that has been open longer than six months has a plan in place to re-engage the student back into a school or legal learning environment (KPI 1)	100%	100% of cases open longer than six months have a plan in place. Area 16: 6 cases as at the end of Term 2 2017. Area 17: 22 cases as at the end of Term 2 2017	100% of cases open longer than six months have a plan in place. Area 16: 3 cases as at the end of Term 4 2017. Area 17: 44 cases as at the end of Term 4 2017. (NB at the time of writing, 14 of these 47 cases are now closed)
2. Unjustified absence referrals are responded to within within 1 school day (8 ASA hours) of receipt (KPI 2)	At least 90%	Area 16: 100% Area 17: 100%	Area 16: 100% Area 17: 100%
3. Unjustified absences that are resolved within 22 school days (KPI 3)	65%	Area 16: 73% Area 17: 68%	Area 16: 61%* Area 17: 54%*
			*refer to comments in section 8 of this report

Is anyone better off? Provider Summary Report - Narrative Report	
Annual review	
Start of school term 1 to last day of school term 4	
<p>Introduction:</p> <ol style="list-style-type: none"> 1) This narrative is a synthesis of reports and feedback from 20 front-line School Attendance staff across 14 organizations, covering all of Canterbury, Marlborough, Nelson, and the West Coast. Some of the content summarises themes, while specific comments are included where relevant. 2) This report is additional to, and should be read in conjunction with, our 2017 half-yearly report, which covered school terms 1 and 2 of 2017 in detail. To avoid duplication, detailed narrative has been added below only where there is information that is additional to, or an update of, previous reporting for the period, or to highlight key points. 	
1. Describe some highlights from the period.	
<p>Specific comments:</p> <ul style="list-style-type: none"> • Strengthening collaboration between Oranga Tamariki and the Christchurch School Attendance team. • The development of an electronic attendance information pack, sent to all schools in one subcontracted area. • NB the movement to open Rock Ons to contributing/primary schools (a mid-year highlight) is still a work in progress. The vision of the Attendance Service is for Rock Ons to be a community asset at a Kāhui Ako / Community of Learning level, rather than being specific to a high school, but this is likely to need leadership from the currently inactive Rock On governance group. 	
2. Describe barriers that have been encountered.	
<p>General themes:</p> <ul style="list-style-type: none"> • Reliability/availability of ASA (a mid-year barrier) has improved in the second half of 2017. • In regional areas: distances and travel time are a challenge. • Schools using the Attendance Service as a last resort rather than as a support when issues are more emergent. <p>Comments regarding staff changes:</p> <ul style="list-style-type: none"> • Service provision in Christchurch was impacted by staff changes, with two out of six staff leaving in September and October 2017, and a third in December 2017. • Staff retention is a challenge in an environment where kaiāwhina are expected to carry high caseloads with fast throughput, and the Attendance Service's relatively low funding level remains fixed now for the sixth year. • In general, staff who are leaving are being shoulder-tapped by Government agencies or better-resourced social services. • Good Kaiāwhina have a high skill set (often working in homes where others can't get past the front door) doing highly complex work, and as a result they are sought after by organisations that can offer considerably higher wages • These factors make it hard to retain a skilled experienced workforce in a service where community knowledge and relationships are essential. 	

<p>Is anyone better off?</p> <p>Provider Summary Report - Narrative Report</p>
<p>Annual review</p> <p>Start of school term 1 to last day of school term 4</p>
<p>(Barriers continued)</p> <p>Specific comments:</p> <ul style="list-style-type: none"> • Practices around family hui and FGC are not always culturally appropriate. • Limited alternatives/options for students in a regional setting. • Oranga Tamariki refusing to accept referrals for truancy FGC for non-enrolled students – a disruptive unintended consequence of the 2017 review of the s.19 Truancy FGC Protocol, and once that fails to consider the welfare and interest of the child or young person involved. <p>As noted in our mid-year report:</p> <ul style="list-style-type: none"> • Large waitlists for social service supports. • Parents/caregivers not valuing education, enabling non-attendance.
<p>3. Describe enablers that have been encountered.</p>
<p>General themes:</p> <ul style="list-style-type: none"> • Collaborative working relationships within and between agencies, and with schools. <p>Specific comments:</p> <ul style="list-style-type: none"> • School staff going the extra mile, eg transporting students to school, especially primary schools. <p>As noted in our mid-year report:</p> <ul style="list-style-type: none"> • Attendance staff working more hours than they are paid for.

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

General themes:

- The increase in referrals for Non-Enrolment (a trend observed mid-year) has continued. For the full year the increase in Area 17 was 9% and in Area 16 NE referrals grew by 32% year-on-year.

As noted in our mid-year report:

- Over-representation of Māori in both UA and NE referrals
- A need for better engagement between Attendance Service providers and MOE nationally around key issues (refer to Section 8)
- Continuing lower engagement with the service by primary schools
- Mental illness & anxiety, including self/parent-diagnosis without involving professionals
- Schools having difficulty making referrals in ASA

5. Describe proactive initiatives that you have undertaken.

As noted in our mid-year report, limited resourcing and a high reactive workload of UA and NE referrals mean there is limited capacity in the service to undertake proactive initiatives in the sense they are described in the outcome agreement ("Proactive initiatives to address the identified underlying root causes of unjustified absence. Working in collaboration with schools, social service agencies, community stakeholders and Iwi. Using the Advisory Group to identify and undertake proactive, collaborative initiatives.")

Specific comments:

- Meeting with each primary school in the district at least once a term to build relationships and encourage utilization of the service.
- Meeting with whānau early in the process of school identifying attendance concerns.
- [At a high school] an attendance draw with \$50 vouchers for students above a certain % attendance, and a sky dive draw for senior students above a higher threshold.
- Working to set up a Rock On programme at an additional high school.

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

In addition to the five changes noted in our mid-year report (and also with reference to the 'barriers' commentary regarding staff retention):

- 9(2)(a) resigned from the Christchurch team in the second half of 2017.
- 9(2)(a) joined the Christchurch team in the second half of 2017, and 9(2)(a) joined in early 2018.
- At the start of 2018 9(2)(a) has replaced 9(2)(a) (Opihi College)
- At the start of 2018 9(2)(a) resigned (Kaikoura High School). A replacement has not yet been appointed.
- At the end of 2017 9(2)(a) Attendance Service Assistant role in North Canterbury came to an end. This had been funded internally by Wellbeing North Canterbury, not through the Attendance Service contract, and could no longer be sustained.

7. 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.

To do justice to the large number of kaiāwhina and the range of case work involved in the service, a number of success and 'active complex' case studies are included in an appendix to this report.

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

Comment on data/KPIs:

- Figures for KPI 3 are slightly higher than in 2016 (both areas are up three percentage points) but below the objective of 65%.
 - KPI 3 was discussed in our 2016 mid-year contract review meeting, with agreement that the duration of involvement in Unjustified Absence cases would continue to be a judgement call on a case-by-case basis, keeping the KPI in mind by firstly considering the circumstances of the individual student. Practice has continued on that basis through 2017.
 - KPI 3 was further discussed at our national Attendance Service hui in June 2017, and an agreed high-priority follow-up was to make it a guideline rather than a measure of performance. As noted in our mid-year report, we are yet to receive a contract variation in relation to this and the KPI continues to influence service delivery.
 - We note that both of Te Ora Hou's service areas outperformed the national figure for KPI 3.
- In comparison with national data, our service area continues to show patterns that were also evident in 2016:
 - We are achieving a comparatively low 'Unresolved – NEN generated' rate with our Unjustified Absence referrals
 - We have a disproportionately high 'Inter-agency involvement' closure rate
 - We still have fewer primary referrals than the national figure
 - Although we have not met KPI 3, we have far fewer long-term UA cases than the national figure
- As noted mid-year, Te Ora Hou has a lower percentage of NE cases open for more than 6 months compared with the national data

As noted in our mid-year report:

- Workload remains a concern with respect to Health & Safety obligations to staff and contractors. We would still welcome clarification from MOE with respect to MOE's HSWA-related obligations to employees of contractors and subcontractors working in the Attendance Service.
- Resourcing/funding remains a concern, with staff working more hours than they are employed for and subcontractors running deficit budgets. It is disappointing to have had no further engagement with MOE in the second half of 2017 with respect to MOE's budget bid for the 2018-2019 financial year.
- The issues around KPI 3 highlight the need to develop outcome measures – there has been no further engagement with MOE on this.
- Significant variations remain in UA close reasons between Te Ora Hou data and national data.
- We are unlikely to see progress on a national body for Attendance Service providers (which could work to address issues such as outcome measures and variation in data/practice between providers) without investment from MOE.

Dashboard reports produced by Te Ora Hou are supplied with this report and will be available for a period of time at <http://www.toho.org.nz/k3attendanceservice/>. These dashboards offer insights into trends and patterns in Attendance Service referrals over the past three years.

Te Ora Hou Otautahi Inc

K3 Student Attendance Support Service

Canterbury attendance service statistics full year 2017



Unjustified Absence (UA): students referred by their school for support with attendance.

- ↓ Referral and closure rates are slightly down
- ↑ More 'assisted return' outcomes
- ± Duration of successful interventions is steady
- ± The proportion of primary referrals is steady

Canterbury school referrals:

Period	Referrals received	Referrals closed
2017	801	784
2016	820	841
2015	552	620

Canterbury outcomes: UA closure reasons 2017:



Median duration of 'assisted return' interventions in 2017: 4.5 school weeks (2016: 4.5 weeks)

Canterbury demographics: year level at time of UA referral

Period	Years 0-6	Years 7-8	Years 9+
2017	19%	13%	67%
2016	20%	13%	67%
2015	19%	15%	66%

Commentary:

- Data in this report is derived from ASA, which gives an incomplete picture of attendance service activity.
- Prior to 2016, in some cases UA referral rates were 'left support' to manage behaviour concerns, allowing total demand for the service.
- The Ministry of Education alerted the service to shift practice towards shorter interventions from 2016, which has increased the throughput of UA referrals.
- Administrative cases (student 'already returned' to school or overseas) are filtered out of the outcomes graph above.
- 'Interagency involvement' typically means attendance concerns are not resolved, but the case has been closed due to time constraints, or because there has been a handover of case management to another agency or programme.
- 'NEM generated' means the student was subsequently withdrawn from the school roll.
- 'NEM generated soon after referral' means the student was withdrawn from the roll less than 5 weeks after being referred.

Published 28/2/18. For more information: k3@teorahou.org.nz or phone 03 352 1057.

Te Ora Hou Otautahi Inc

School Attendance Service

Marlborough, Tasman, and West Coast statistics full year 2017



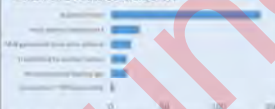
Unjustified Absence (UA): students referred by their school for support with attendance.

- ↓ Fewer cases closed
- ± Outcomes (close reasons) are steady
- ± Duration of successful interventions is steady
- ↑ The proportion of primary referrals is up

School referrals:

Period	Referrals received	Referrals closed
2017	241	223
2016	246	260
2015	145	169

Outcomes: UA closure reasons 2017:



Median duration of 'assisted return' interventions in 2017: 4.6 school weeks (2016: 4.4 weeks)

Demographics: year level at time of UA referral

Period	Years 0-6	Years 7-8	Years 9+
2017	17%	13%	70%
2016	13%	10%	77%
2015	18%	12%	70%

Commentary:

- Data in this report is derived from ASA, which gives an incomplete picture of attendance service activity.
- Prior to 2016, in some cases UA referral rates were 'left support' to manage behaviour concerns, allowing total demand for the service.
- The Ministry of Education alerted the service to shift practice towards shorter interventions from 2016, which has increased the throughput of UA referrals.
- Administrative cases (student 'already returned' to school or overseas) are filtered out of the outcomes graph above.
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- 'NEM generated soon after referral' means the student was withdrawn from the roll less than 5 weeks after being referred.

Published 28/2/18. For more information: k3@teorahou.org.nz or phone 03 352 1057.

9. Please list the local interagency groups your Service is a member of...

Te Ora Hou has 20 front-line School Attendance staff across 14 organizations, covering all of Canterbury, Marlborough, Nelson, and the West Coast. As such it isn't practical to include a comprehensive list of interagency groups in this report due to the sheer number of them. Throughout the service area staff are involved in interagency groups that discuss attendance issues, including Rock On and similar forums. Staff are also involved in other groups that discuss attendance such as Youth Offending Teams as well as operational and strategic groups that link to youth wellbeing but may not directly discuss attendance.

9(2)(b)(ii)

Annual contract review report due date

1 March 2018

Signed:

Date: 1 March 2018

Name: 9(2)(a)

Position: Attendance Service Manager

Appendix: case studies (refer section 7 of the narrative report)

9(2)(a)



9(2)(a)

Released under the Act

9(2)(a)

Released under the Act

9(2)(a)

Released under the Act

9(2)(a)

Released under the Act

APPENDIX 13– Half-yearly and annual contract review template

Te Taiwhenua o Heretaunga Trust – Half-Yearly and Annual Contract Reviews 2017			
Reporting measure description	Objective	Report actual	
		Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
How many?			
1a. Number of schools in the Attendance Service catchment region	NA	168	168
1b. Proportion of schools in the Attendance Service catchment region who are registered ASA users (KPI 4)	(KPI 4) At least 65%	86%	86%
Reasoning:		Please note that Kumeroa-Hopelands school was also registered but not recorded in the Term 4 report.	

Reporting measure description	Objective	Report actual	
		Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
How well? 1. Every non-enrolled case that has been open longer than six months has a plan in place to re-engage the student back into a school or legal learning environment (KPI 1) 2. Unjustified absence referrals are responded to within within 1 school day (8 ASA hours) of receipt (KPI 2) 3. Unjustified absences that are resolved within 22 school days (KPI 3)	(KPI 1) 100% (KPI 2) At least 90% (KPI 3) 65%	34 Cases 81% 56%	47 76% 47%
Reasoning:		<i>KPI 2 and KPI 3 have shown a significant decrease in Term 4 due to the changeover of Workflow Co-ordinator roles and Admin Training. We have had changes in the Management roles in the service. Attendance will focus on increasing the number of referrals from state 0 to state 1 within the 24 hour timeframe. To avoid this from occurring in the future, changeover will be established well in advance.</i>	

Is anyone better off? Provider Summary Report – Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
Describe some highlights from the period.	
<ul style="list-style-type: none"> Relationships with schools have seen an increase in the number of schools registering onto the ASA system. The integration of both the NEET and Attendance Service has seen a seamless service being delivered to whanau. The introduction of a new Service Delivery model (IMOS) has seen a more effective and efficient way of how these services are being delivered for whanau Relationships with Educational Providers, Government Agencies and other Agencies continue to be strong as the teams look at and utilize different support mechanisms to re-engage our Rangatahi back into meaningful Education. Multi Agency groups being formed to tackle truancy issues of students Being able to address the Principles Association meetings has had a positive impact on the Service. 	<ul style="list-style-type: none"> The Hastings and Napier agencies collaborating with our Attendance Service to help place active Non-Enrolled students back into education, and also in some cases have supported the families. Collaboration with the Central Health Youth team to carry out the Attendance Service in the Central Hawkes Bay region. The information Management Organizational System (iMOS), continues to display how the service for Attendance is delivered in Hastings/Napier/CHB district. This tool is used in the whole Organization to highlight and capture the work that is being completed (or incomplete) in each service. It also highlights the capacity of the work each day versus the amount of FTE to carry out the work. Hastings NEET and Attendance continue to deliver an integrated service and have seen how great Attendance transitions to NEET for extra support. Attendance Hui for Attendance Providers held at the Ministry of Education in Wellington. Working alongside our communities, especially the City Assist/Maori Wardens who are based in the heart of the CBD. Under 18 Health Plan for Te Taiwhenua o Heretaunga

Is anyone better off? Provider Summary Report – Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
	<ul style="list-style-type: none"> Relationship is strong with Partnership schools such as Te Aratika and Alternative Education and have successfully transitioned difficulty placed students. Presenting at the Corrections Office about the Attendance Service. CHB's Principal's Association Meeting in March is a stepping stone to attending more meetings, such as this in the future. Whanau Direct Funding help with low socio economical families that needed the extra financial support to return their child/ren back to school. Christmas Hamper for four tamariki and their whanau that have made great improvements with their attendance. Ka Hikitia Express Hub, Paula Mato was a Guest speaker and touched on the importance of gaining NCEA Level 1 and 2. WonBy1 Pasifika Youth Health and Wellbeing Conference – Invited to present about the Attendance Service. Our Attendance Service presented at The Department of Corrections about the service we provide.
Describe barriers that have been encountered.	
<ul style="list-style-type: none"> Staff are often having to deal with homelessness , drug and alcohol issues A lack of urgency or support from whanau. Education not a priority Whanau continuing to live below the poverty line 	<ul style="list-style-type: none"> Drug and/or alcohol use and/or abuse Childhood depression Poor nutrition, dental, vision, hearing problems Lack of immunizations Peer Pressure or inability to maintain friendships Feelings of rejection and failure

Is anyone better off? Provider Summary Report – Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
<ul style="list-style-type: none"> • Lack of support from some Agencies often affected the delivery of the Attendance Service as this at times hindered the ability for the Attendance Service to return the learner back into education. • Staffing issues have been a concern • While the integration of both the NEET and Attendance Service and the IMOS system has been slow in it's delivery to whanau we are now starting to see some results. 	<ul style="list-style-type: none"> • Low self-esteem • Insufficient food • Homelessness • Parent unemployment • Problems communicating with schools and social services • Students need to work • Insufficient parent support • Child kept home for babysitting or caring for a sick parent • Family history of truancy • Lack of parent supervision in the community • Parent addicted to drugs or alcohol • Bullying or fear of being bullied or cyber bullied • Language barriers • Teacher conflict • Inadequate transportation • Youth creating gang groups in the community
Describe enablers that have been encountered.	
<ul style="list-style-type: none"> • Whanau living in low socio economic areas • Transport – No private transport and • No money for public transport 	<ul style="list-style-type: none"> • Lack of positive role models in our communities • Parent Unemployment • Low socio economic areas in which our families are living in • No money for public transport • No private transport – no money to maintain road safety vehicles.

Is anyone better off? Provider Summary Report – Narrative Report																																																							
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4																																																						
<ul style="list-style-type: none">Other Agencies Organisational restructure i.e. Police has had an impact on the Attendance Services ability to return students back to schoolIn experienced Staff or staff unable to multi task	<ul style="list-style-type: none">Intergenerational gang families influencing our young people.																																																						
What issues and trends have arisen over the reporting period?																																																							
<ul style="list-style-type: none">HomelessWhanau not accessing medical care	<ul style="list-style-type: none">The Maori population is proportionally higher, and growing, particularly young Maori. <div><table><tr><th colspan="3">Ethnicity</th></tr><tr><th>Ethnicity</th><th>Number of Cases</th><th>% of Cases</th></tr><tr><td>Māori</td><td>426</td><td>72.0%</td></tr><tr><td>Pasifika</td><td>44</td><td>7.4%</td></tr><tr><td>Asian</td><td>6</td><td>1.0%</td></tr><tr><td>European/Pākehā</td><td>111</td><td>18.8%</td></tr><tr><td>MELAA</td><td>3</td><td>0.5%</td></tr><tr><td>Other</td><td>2</td><td>0.3%</td></tr><tr><td>TOTAL</td><td>592</td><td>100%</td></tr></table><div>*NEN</div></div> <div><table><tr><th colspan="3">Ethnicity</th></tr><tr><th>Ethnicity</th><th>Number of Cases</th><th>% of Cases</th></tr><tr><td>Māori</td><td>735</td><td>71.0%</td></tr><tr><td>Pasifika</td><td>104</td><td>10.0%</td></tr><tr><td>Asian</td><td>7</td><td>0.7%</td></tr><tr><td>European/Pākehā</td><td>186</td><td>18.0%</td></tr><tr><td>MELAA</td><td>2</td><td>0.2%</td></tr><tr><td>Other</td><td>1</td><td>0.1%</td></tr><tr><td>TOTAL</td><td>1035</td><td>100%</td></tr></table><div>*UA</div></div>	Ethnicity			Ethnicity	Number of Cases	% of Cases	Māori	426	72.0%	Pasifika	44	7.4%	Asian	6	1.0%	European/Pākehā	111	18.8%	MELAA	3	0.5%	Other	2	0.3%	TOTAL	592	100%	Ethnicity			Ethnicity	Number of Cases	% of Cases	Māori	735	71.0%	Pasifika	104	10.0%	Asian	7	0.7%	European/Pākehā	186	18.0%	MELAA	2	0.2%	Other	1	0.1%	TOTAL	1035	100%
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Is anyone better off? Provider Summary Report – Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
	<ul style="list-style-type: none"> • High numbers of single parent families • Grandparent/s taking on the role as first parents • Fewer skilled employment opportunities • A higher percentage of low income families with dependent children • Homelessness • Whanau refusing support from agencies
Describe proactive initiatives that you have undertaken.	
<ul style="list-style-type: none"> • The implementation of the new IMOS system now ensures those whanau needing wrap around services are prioritized and followed up with • Ensuring the right or appropriate person/s is working with whanau and schools to provide better service delivery 	<ul style="list-style-type: none"> • Inter-agency Groups to ensure chronic truants and their whanau are receiving the wrap around service. School attendance is monitored. • From the Inter-agency meetings, the Attendance Service produced a letter to present to whanau after which the service has used all means of communication to get in contact with them and no response. • Going into retail stores and promoting Truant Free Area. • Through TToH, Christmas Hampers were given to four students and their whanau who have made huge improvements with their attendance over the year. • Non-compulsory school age leavers that are disengaged from education to re-engagement in education or work based learning.
What changes to personnel and/or subcontractors engaged in the delivery of the Service have occurred?	

[illegible]

Is anyone better off? Provider Summary Report – Narrative Report				
Half-yearly review Start of school term 1 to last day of school term 2		Annual review Start of school term 1 to last day of school term 4		
9(2)(a)				
Any other key points from the reporting period? (optional)				
<p>In October we had a change of Management roles:</p> <p>9(2)(a) – Manager of Attendance Service</p> <p>9(2)(a) – Team Leader of Attendance Service (CHB/Dannevirke-Tararua/Wairarapa)</p> <p>9(2)(a) – Team Leader Support of Attendance Service (Hastings/Napier)</p>				
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?
Attendance Service Advisory Group Wairarapa	Wairarapa	Rangitane Kahungunu Ki Wairarapa Police Schools Council MOE Oranga Tamariki MSD	Each Term	Yes
Inter Agency Group	Napier, Hastings	Police MOE	Weekly	Yes

Is anyone better off? Provider Summary Report – Narrative Report				
Half-yearly review Start of school term 1 to last day of school term 2			Annual review Start of school term 1 to last day of school term 4	
		Public Health Oranga Tamariki Alternative Education		

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
Before the end of week 3 of school term 3

Signed:	
Date:	
Name:	
Position:	

Annual contract review report due date
Before the end of February

Signed:

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Date:

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Name:

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Position:

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APPENDIX 13– Half-yearly and annual contract review template

Tu Tama Wahine o Taranaki Inc – Half-Yearly and Annual Contract Reviews			
Reporting measure description	Objective	Report actual	
		Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
How many?			
1a. Number of schools in the Attendance Service catchment region		94	94
1b. Proportion of schools in the Attendance Service catchment region who are registered ASA users (KPI 4)	At least 65%	79%	80%
How well?			
1. Every non-enrolled case that has been open longer than six months has a plan in place to re-engage the student back into a school or legal learning environment (KPI 1)	100%	No non-enrolled cases open longer than 6mth.	0
2. Referrals are responded to within 24 hours of receipt (KPI 2)	At least 90%	95%	90%
3. Unjustified absences that are resolved	65%	63%. Below target objective, however slightly higher	

Outcome Agreement between the Ministry of Education and Tu Tama Wahine o Taranaki Inc

Reporting measure description	Objective	Report actual	
within 22 school days (KPI 3)		than national average.	30% - this is 20% lower than the national rate. This is a reflection of the one-to-one long term support work requested by some schools.

Provider Summary Report - Narrative Report	Half-yearly review Start of school term 1 to last day of school term 2	Annual review Start of school term 1 to last day of school term 4
1. Describe some highlights from the period.	<p>Networking in the Taranaki area has improved between Government agencies with more whanau getting the ongoing support they need for their children.</p> <p>Rock On meetings are continuing throughout Taranaki. It has been proposed that Police no longer have a place at these meetings and are looking to reduce their involvement however this has not taken place as yet. There is widespread attendance from services at these meetings on a monthly basis.</p> <p>9(2)(a) [REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>There has been a significant improvement in connecting whanau with Learning Support (formally Special Education), especially when the child is not enrolled in school and is still a NEN referral. There have been a number of whanau who have been able to engage with the IWS (Intensive Wraparound Support) which has resulted in their child returning to full time education.</p> <p>Rock on Meetings continue to take place on a monthly basis. Police no longer attend the New Plymouth meetings however Police still attend the meetings in South Taranaki. Police continue to support IAS when a worker requires assistance with</p>

9(2)(a)

a dangerous home visit.

Over the past 6 months IAS have seen an improvement in parents engaging with the schools. IAS continue to encourage parents to engage with the Teachers and School Principals and to be actively involved in the school communities. For some parents this reluctance in being involved in school activities (or even venturing on to school property) appears to relate back to their own fears and bad experiences as a child at school. Where this is the case, IAS will support the parents to school meetings until they feel comfortable to attend by themselves.

IAS has supported a number of families to discuss changes to their child's timetable, where attendance has become an issue because they don't like one particular subject. It appears the schools are becoming more and more open to these conversations about subject changes to engage the student in their education and encourage participation and learning.

There has been a noticeable drop in the number of IAS referrals who are involved with Police and students who are offending. IAS appears to have had significantly less involvement with Police Youth Aid over the past 6 months.

<p>2. Describe barriers that have been encountered.</p>	<p>IAS have seen an increase in the number of parents condoning the unjustified absence of their primary school aged children. This issue has been raised at Rock On and discussed by services.</p> <p>Cost of travel from rural areas to access AE and essential health/social services.</p> <p>Lack of actions being taken by schools prior to referral.</p> <p>UA Referrals received with minimal contact details, outdated information for whanau, no background information or risks.</p> <p>9(2)(g)(i)</p> <p>Kaimahi have raised concerns in supervision and case reviews in relation to a girls aged 13 or 15 who are in relationships with older guys/young men. They are often</p>	<p>There continues to be a number of students needing to engage in Alternative Education however the numbers given to those providers is very low considering the number of students needing to engage, especially in South Taranaki. This has resulted in these students remaining in mainstream school and taking away essential learning time from other students because of their on-going poor behavior in class.</p> <p>Schools continue to liaise with IAS in relation to the large number of students needing to be fed at school every day. According to schools these numbers continue to increase. In a number of High Schools there is a teacher who the student can go and see each day if they have come to school with no food. In other schools, the PTA has agreed for food to be provided each day from the canteen in an effort to see the student at school every day. IAS has worked hard with a number of students in relation to the shame they express in having no food, however in most cases this has been overcome.</p> <p>IAS still has on going issues with the minimal amount of information provided by the schools with an Unjustified Absence referral especially in relation to wider family information that the school holds especially in relation to risk.</p> <p>There have been a number of families in the past 6</p>
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running away and parents are slow to report this to the Police, if at all.

IAS has seen a rise in the number of families who are living in overcrowded houses, garages, in their cars and in accommodation which is unsatisfactory for children. Schools have indicated an increase in the numbers of children they are feeding, each requiring morning tea and lunch.

9(2)(a)

There are a number students now being monitored by the schools and IAS are supporting where possible in ensuring these student receive the support they need.

Anecdotally IAS staff have seen an increase in number of parents removing their children from school due to bullying. More often than not the parents state that they are unsatisfied with the way the school have dealt with their concerns and do not believe that it is safe or conducive to the health and wellbeing of their child.

IAS are currently working with a number of schools around a specific group of over 16 year old girls who appear to be trolling Social Media and threatening younger girls with violence. The result has been that these younger students now fear leaving the house resulting in on going no attendance at school. The Police Youth Aid team are aware of this group of girls however

months who have removed their children from school and requested that they are placed on Te Kura Correspondence due to on-going issues with bullying and in their opinion, that schools have not dealt with the issues that have been raised, in an appropriate way.

at this stage no formal action by the Police has been taken.

There have been issues recently with families taking their children out of school during school time and not notifying the school of their intentions. The school then refer to IAS and a letter is delivered outlining attendance obligations of their child/ren and the Attendance Officer is often on the receiving end of a furious parent who hasn't been contacted by the school prior to a referral being made. In these cases one of the core issues the IAS workers are having to navigate is the breakdown in communication between the two parties.

Students staying home from school to look after a sick parent, babysitting younger siblings while parents work, or working on the farm during calving season.

The amount of time it is taking for a student to be enrolled in Te Kura Correspondence is taking up to 2 months.

The amount of time it is taking for a student to be assessed by an Educational Psychologist through Special Education when the parents request their child to be assessed for Te Kura Correspondence School under Psych/Social grounds. It is taking up to 4 months for a child to be seen and a report to be written.

Schools who refuse to have a new student start until all the paper work has been received from the previous

	<p>school. This is sometimes taking 2-3 weeks which results in 2-3 weeks of school missed by the student.</p>	
<p>3. Describe enablers that have been encountered.</p>	<p>One-to-one mentoring and intensive support for long term disengaged learners (young maori males in particular).</p> <p>Following a recent meeting with Work and Income, MSD have now agreed to take more referrals from the Attendance Service especially if it relates to a family with young children. Work and Income stated that their intention is to ensure the Social Obligations of their clients is being met and that they are notified sooner rather than later if children have continuous non-attendance or a not enrolled in school.</p> <p>The Attendance kaimahi find that a referral to Work and Income to discuss Social Obligations seems to hold far more weight than a visit from a Police Officer.</p> <p>There has been an increase in the number of IAS referrals who have been referred to Strengthening Families to discuss the issues and concerns around the student's non-attendance. These meetings have assisted the family to engage with wider services in the community to address the issues and barriers as to why their child is not attending school.</p> <p>IAS have been able to assist a number of families with food parcels, blankets, sheets, clothing and stationary when they are struggling or living in severe poverty. IAS</p>	<p>The IAS and Work and Income relationship continues to strengthen with the numbers of whanau being referred to WINZ by IAS for a discussion about their Social Obligations in relation to their child's non attendance at school. IAS continues to find this course of action extremely beneficial in seeing a child return to school quickly.</p> <p>At Christmas time IAS were able to assist a number of families with presents for their children through Tu Tama Wahine o Taranaki. A number of these families who had been referred to the Attendance Service during 2017 were also presented with a gift basket full of food for Christmas.</p> <p>Rock on continues to be a positive forum to discuss the schools concerns about a child, look at the barriers and put a plan around some solutions for the child and their family. Even though the Police are absent for the majority of these meetings, they have agreed to continue to be involved on a case by case basis.</p> <p>Schools appear to be more open to the Attendance Service now and have come to understand and grasp how the process works, as opposed to the old system where they relied a person to go and round</p>

	<p>is also liaising with schools where children are coming to school without food and ensuring the school are aware of the circumstances surrounding the student, and support from the school is being provided.</p> <p>Rock on meetings continue to work very well. Not only is it an opportunity for services to sit around the table and discuss a pathway forward for students but it is also an opportunity to look at the barriers the schools and Social Services encounter and how we can effectively work together towards a positive outcome for students and families.</p>	<p>up children and transport them back to school. .</p>
<p>4. What issues and trends have arisen over the reporting period?</p>	<p>There appears to have been a shift in the Schools refusal to make notifications to Oranga Tamaiki. Some schools appear more open to making contact with a Social Worker when they are concerned about a student's wellbeing.</p> <p>A few incidents have occurred where Primary Schools are not taking students off the roll after 20 days and it comes to the attention of the Attendance Service some months later once it has been picked up by Ministry of Education. IAS have spoken to the MOE School Advisor about whether Primary Schools understand they can legally take a child off the roll after 20 days without having a new school for them to go to. It appears some Primary Schools believe they are not able to remove the child off the roll. This becomes increasingly difficult when 6 months has passed and a child has not attended school.</p>	<p>There continues to be a number of children taken off the roll for continuous non-attendance however an Unjustified Absence referral was never received in that 20 days.</p> <p>There has been an increase in the number of Te Kura Correspondence Applications that are being sought by parents who have removed their children from school, a large proportion of which, have taking this action due to issues that have happened at school and the parents are unhappy with how the school has dealt with the issues.</p> <p>There appears to have been a rise in the number of NEN referrals for students who are "school refusers" and for some the underlying issue, appears to be related to, fear and anxiety about returning to</p>

	<p>Lateness to school has increased. This appears to be because families are not only disorganized but there are no appropriate routines or bedtimes in the household. A number of these families allow their children to stay up as late as they choose to play on their devices resulting in them being too tired to get up in the morning.</p> <p>A number of NEN referrals IAS have received in the past 6 months have been repeat referrals due to family transience in and out of the Taranaki area. Often the addresses that IAS receive are incorrect along with incorrect phone numbers.</p>	<p>school. Often this stems from something that has happened on Social Media.</p>
<p>5. Describe proactive initiatives that you have undertaken.</p>	<p>Recently IAS have supported a number of parents who have historical fears about school and would refuse to go onto the school grounds. These meetings have been increasingly positive which has seen communication between home and the school improve.</p> <p>IAS support the Social Worker in Schools with their holiday programmes and encourage families to bring their children along and participate in the programme. This has seen further breakdown in the fears associated with engaging in Social Services.</p> <p>There has been a significant increase in the number of students that IAS has referred into Tu Tama Wahine for counselling.</p>	<p>IAS was invited to participate in the Health Care day at Te Kura Kaupapa o Tamarongo. This was to engage the community in a variety of health and social services that were available to them and their whanau.</p> <p>At Christmas time IAS had the opportunity to nominate a number of families who had worked extremely hard to get their children to school during the year, and engage in their children's school community. These families received a Christmas hamper and gift for their children from Tu Tama Wahine.</p> <p>Over the past 3 weeks IAS has assisted a number of families with school bags, drink bottles, lunch boxes</p>

	<p>A number of IAS families were in receipt of Winter Warmer Packs donated by AMI Insurance and Red Cross. These packs provided families with over 30 items to assist them over the cold winter months. Each family was provided with thermals, pajamas, blankets, beanies, woolen socks, scarves, gloves, torches, draft stoppers and a number of other items. These were greatly received by a number of families we are supporting.</p> <p>Supporting Waitara High School with the application towards establishing Alternate Education and trades structure for Rangatahi 16yrs -19yrs based in Waitara.</p> <p>Continued monitoring approaches for recidivist non attendees such as 1 hour/weekly session tailored to individual, eg mentoring, goal setting, gym training with support of whanau.</p> <p>Supporting Rangatahi who are non-enrolled and have reached school leaving age into courses based in New Plymouth that have travel support attached e.g. U Turn.</p>	<p>and school books all donated to Tu Tama Wahine by members of the public via The Gift Taranaki. On 3 occasions members of the public have requested a full school stationary list so this can be purchased confidentially and provided to the family by their Social Worker.</p> <p>Tu Tama Wahine has hosted a number of Community Korero over the past 6 month. Each time IAS encourages whanau to participate by attending these korero or any other community speakers who Tu Tama Wahine host.</p> <p>In 2017 one of the IAS team was involved with the Taranaki Chamber of Commerce Accelerator Course as a Coach. This course is put out to Taranaki Secondary Schools to identify students in year 11, 12 and 13 who have an idea of what career pathway they might like to take. Students are then matched with a local business of their career of choice. Students volunteer at the business for one hour on a Monday then they come to the course where the Coaches speak on a range of different topics around what an employer is looking for in an employee – eg: Attitude, being on time, engaging in conversation, what to wear etc. At the conclusion of the Term long course, students are presented with a certificate and many of them were offered part time employment after school and on the weekends at the various businesses that they</p>
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	<p>9(2)(a) 9(2)(g)(i)</p> <p>Lack of empathy and basic understanding in relation to PTSD, how this may manifest in children, behavioral responses to expect and how to cope with children/young people who have experienced trauma.</p>	
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9. 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?
Domestic Violence Intervention Project (DVIP)	Nth Taranaki	12 member agencies	Fortnightly (only if working with whanau)	No
Rock-on New Plymouth	Nth Taranaki	New Plymouth Girls High New Plymouth Boys High School Highlands Intermediate Bell Block Primary, Police, Guidance Counsellor	Monthly	Yes
Rock-on Spotswood	Nth Taranaki	TTW, Police, Schools, CYF, Spotswood College Spotswood Primary Westend Primary Devon Intermediate Marfell school Westown Primary Francis Douglas Moturoa Primary School		Yes
Rock-on Waitara	Nth Taranaki	TTW, Police, Waitara High, Waitara Central, Manukorihi, Special Ed., CYF	Monthly	Yes
Rock- on Hawera	Sth Taranaki	Hawera Police Hawera CYFS Nga Ruahine Te Aho O Te Kura Pounamu Correspondence School Hawera High School Attendance Administrator	Monthly	Yes

		Hawera High School Deputy Principal Hawera Intermediate School Ministry of Education Tui Ora Police Blue Light Coordinator		
Rock-on Opunake	Sth Taranaki	Opunake High School Opunake Primary school Police Youth Justice Child Youth and Family RTLb Special Education Ministry of Education Form Deans Attendance Administrators Principals School counsellors	Monthly	Yes
Rock-On Stratford	Central Taranaki	Stratford Police Hawera CYFS Stratford High School Avon Primary School Stratford Primary School Eltham Primary School	Monthly	Yes
FVIARS – POL 400	Nth	TTW, Police, Women's Refuge, CYF	Weekly	No
Rock-on Patea	Sth Taranaki	Hawera Police Hawera CYFS Patea Area School Ministry of Education Tui Ora	Monthly	Yes
Strengthening Families LMG	Taranaki	Idea Services Plunket Ministry of Justice	Bi-monthly	No

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		Child Youth and Family RTLB Access Ability Corrections Tui Ora ACC Womans Refuge Police Barnardos Ministry of Social Development Taranaki District Health Board Department of Internal Affairs Family Works Tu Tama Wahine Housing New Zealand Te Puni Kokiri Inland Revenue Special Education		
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Note: This information could come from a variety of sources. Note that 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. 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.

Annual contract review report due date
Before the end of February

Signed:		
Date:	11/08/2017	
Name:	9(2)(a)	
Position:	CEO	

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