

The following six factors need to be well-developed and operate in synergy with each other to support the operation of a successful Attendance Service:

- strong leadership and vision
- support from the Ministry of Education

- systems and processes
- skills, knowledge and capability of the Attendance Advisor/Kaiawahina
- engagement and relationships with ○ the learner ○ schools ○ family and whānau
- partnerships and networks with local community groups and government agencies.

Attendance Service Providers must collaborate with schools, community groups, Iwi and other local government agencies that have a stake in attendance and engagement to achieve a sustainable return to school for students. This will occur through active and regular participation in interagency groups such as ROCK ON, Youth Offending Teams and Strengthening Families Local Management Groups. Attendance Service Providers may also establish their own interagency group. Individual cases are often discussed at these groups and Providers should use this forum to review the plans of non-enrolled cases that have been open longer than six months. Members of these interagency groups usually include school principals (or their delegate), CYF, Police, Iwi, Pasifika community representatives, SWiS, Education Officers in the Youth Court, community groups and Ministry of Education regional advisors. Depending on their catchment region and any subcontractors they employ, each Attendance Service is likely to be a member of more than one local interagency group.

An Attendance Service Provider may also establish a Strategic Advisory Group to provide strategic oversight of the service. At the least, Attendance Service Providers must ask representatives from schools, community groups, Iwi and local government agencies that have a stake in attendance and engagement, and their Ministry of Education regional relationship manager, to provide strategic oversight of the service as part of the development of their annual business plan. Providers may find it useful to review their business plan with their stakeholders on a quarterly basis.

Key focus areas for the Attendance Service are:

1. Meeting the needs of Māori and Pasifika learners and their families. Attendance Service providers must be culturally responsive in their practice.
2. Responding to referrals from schools, locating and engaging the learner back into learning, working with the student and their family and whānau to identify the root causes for their absence.
3. 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.
4. Early intervention. Working proactively with primary school aged children who are persistently not attending school and addressing the underlying causes of their nonattendance at school with their parents, family, whānau and community. Longer term, this should reduce the number of older students who have entrenched patterns of absence from school.