



Document 1

AUCKLAND CITY EDUCATION SERVICES
Attendance = Learning = Opportunities. We Are All Responsible.

Auckland City Education Services
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To: Julie Spedding, MoE, Senior Advisor and Relationship Co-ordinator Attendance Service
Luc Townsend, Principal Advisor / Provider Services

From: 9(2)(a)

Date: 31 August 2022

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

Reporting measure description	Objective	Report Actual	
		Half-Yearly Review Start of school Term 1 to last day of school Term 2 Information Extracted 27 July 2022	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)	N/A At least 65% 9(2)(ba)(i)	<ul style="list-style-type: none"> 131 Schools 128 Schools Signed up = 98% ACES Attendance Service responds to 152 Schools (Non-Enrolled e.g. Northern Health School, Te Kura Correspondence) Objective has been met	
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 a legal learning environment (KPI 1) 2. Unjustified absence referrals are responded to within 1 school day (8 ASA hours) of receipt (KPI 2)			

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3. A Unjustified absences that are resolved within 22 school days (KPI 3)	9(2)(ba)(i)
B % of cases processed from State 2 to State 4 withing 20 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.									
<ul style="list-style-type: none"> • Attendance Operation (local community (included schools, local NGOS and Agencies working together): <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="background-color: #e6f2ff;">Female</td> <td style="background-color: #e6f2ff;">2022</td> </tr> <tr> <td>Referred to Operation</td> <td>129</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e6f2ff;">Male</td> <td style="background-color: #e6f2ff;">2022</td> </tr> <tr> <td>Referred to Operation</td> <td>136</td> </tr> </table> <ul style="list-style-type: none"> • Feeling of success when a Non Enrolled (out of school for some time) returns to school. • Connecting with whānau / families knowing there is flexibility in assisting specific needs (e.g. uniform, glasses, food, etc) to support child to return to school. • Setting in place Managed Move Co-ordinator and the potential having a dedicated person to work with very complex cases when number of Agencies are in place. 	Female	2022	Referred to Operation	129	Male	2022	Referred to Operation	136	<ul style="list-style-type: none"> •
Female	2022								
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**Is anyone better off?
Provider Summary Report - Narrative Report**

<p align="center">Half-Yearly Review Start of school Term 1 to last day of school Term 2</p>	<p align="center">Annual Review Start of school Term 1 to last day of school Term 4</p>
<p>2. Describe barriers you have encountered</p>	
<ul style="list-style-type: none"> ● Barriers encounter have not changed and if anything the social cost has increased. Main barriers are housing, illness, uniform costs and the cost of living. ● Not accessing information on other students from different areas through ASA (e.g. student now living in area and to gain information to support proactive response). AA can access once the case is transferred to this area. ● Attendance Providers not using ASA (no notes) that can assist AA providing some background to the case before it is transferred. (When the AA rings the Provider they can be provided with valuable information to support the AA before they go into the home). ● The emotional investment being experienced by the AA due to the consistent complexity of cases. ● Lack of agencies working together collectively. A rational for the need to have Managed Moves Programme working alongside the Attendance Service. ● Strengthening Families model being cancelled and ceases at the end of this year. NB: Strengthening Families is an requirement of a Oranga Tamariki Section 19 notification. ● The need to consider options for student pathways other than mainstream schooling and increasingly this is becoming limited for the young person. 	<ul style="list-style-type: none"> ●
<p>3. Describe enablers that have been encountered.</p>	
<ul style="list-style-type: none"> ● Having in place funds to purchase resources or goods to support a student to return to school as soon as practicum. The funds has allowed cases to be closed quickly as AAs do not have to go through other avenues seeking funds. NB: Team Leader monitors expenditure and there is check systems in place to ensure funds are not abused. ● Local communities who have offered their assistance when needed e.g. business providing haircuts ● YCT / Strengthening Families bringing agencies together (East Area) 	<ul style="list-style-type: none"> ●

**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**

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

- Whānau / families or a parent who are refusing to speak to anyone is increasing. This includes to the AA and/or other agencies involved.
- Students using 'mental health' as a tool. Stating to parent e.g. "I'll cut my wrist, if you make me".
- Increased NENS numbers in 2002.
Information extracted from ACES Attendance Service Database (end of Term 2)

Female	2019	2020	2021	2022
NEN	246	235	259	449

Male	2019	2020	2021	2022
NEN	261	278	319	459

5. Describe proactive initiatives that you have undertaken.

- Operation Attend and this included delivering food boxes.
- Sourcing furniture collection and delivery to whānau / families in needed

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

- Attendance Advisor eventually transferring to the Managed Move Co-ordinator role and presently recruiting a person.

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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. **Appendix 2**
 - an active complex case, including background/context, what you have done, difficulties encountered. **Appendix 2**

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

- Managed Move Programme starting and part of the Attendance Service Team

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

NB: COVID-19 has impacted on some group meetings through to Agencies changing their focus (response to COVID or, policy changes within their core business)

Name of interagency group	Region covered	Members	Frequency of meetings	Are attendance issues always discussed at this meeting?
Strengthening Families	Auckland City	OT Site Manager, Housing NZ Manager, RTLB Cluster 7, Plunket, Barnardos, Taikura Trust, MSD, ADHB Starship, MSD	Monthly	YES <i>E.g. Narratives of issues for referral to Strengthening Families</i> + Number of cases referred by ACES Attendance Service
Strengthening Families	Auckland City East	Police, OT Site Manager, Tamaki College, Family Start, Family Works, MoE, Attendance Service, MSD, DHB	Monthly	YES (see above)
Oranga Tamariki Care and Protection Panel	OT Grey Lynn	Police, Whānau Ora (Orakei Marae), DHB, Shine, Barnardos,	Fortnightly	Case-Specific Discussed under "Attendance Matters"
YCT West	Central	Police, OT, ADHB, MoE, ACES	Fortnightly	YES
YCT East	Auckland East	Police, OT, ADHB, MOE, Genesis, RTLB	Fortnightly	YES
Emergency Response Youth Justice Meeting	Auckland Area	MoE, Youth Justice, Police Youth Aid, Community Approach, TYLA, RECONNECT, Health	Based on Needs	YES
Dean & Guidance Meeting	AVCOL MAGS	Senior Management Team, Student Support, RTLB	Twice a Week	YES
Student Support Meetings	Avondale Intermediate	School, RTLB, SWIS (ATWC)	Monthly	YES
Wesley SENCO	Wesley Intermediate	School, RTLB, SWIS (ATWC), ADHB, Salvation Army	Monthly	YES
Water SENCO Meeting	Schools	Avondale Intermediate, Rosebank, Waterview, Avondale Primary, RTLB, SWIS (ATWC)	Monthly	YES

SESCO in St Pius, Glen Innes, Panmure Bridge	Schools	ATWC - SWIS, SENCO, Principal, RTLB, ADHB	Twice a Term	YES
SESCO Meeting	Hay Park School	School, RTLB, SWIS (ATWC), Kari Centre, ADHB, OT	Once a Term	YES
Roskill Community Networking /Puketapapa Youth Focus Hui	Roskill/Wesley/Sandringham/Mt Albert Areas	Police / Community agencies / Community Approach / Global Mission / Salvation Army / Kainga Ora / Migrant Services / Te Karanga Charitable Trust	Monthly	YES
Manaiakalani Cluster SENCO meeting	Manaiakalani Cluster	Local primary schools, Police, RTLB, ACES	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.

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: 31 August 2022

Name: 9(2)(a)

Position: ACES Manager

Signed:

Date:

Name:

Position:

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Appendix 1:

All cases open for more than 7 months has a plan in place. ACES Attendance Service has met the KPI and for the reports still reports on cases open for more than 7 months to ensure there is a plan in place.

Due to report covering terms' 1 and 2 the writer decided to includes cases closed to see if there are any possible patterns due to the impact of COVID and extended lockdown.

Months Overdue	Case #	Started	Age	Summary - Report extraction 27 July 2022
13+ Months (13)				
1	9(2)(ba)(i)			
2				
3				
4				
5				
6				
7				
8				
9				

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9(2)(ba)(i)

10

11

12

13

10-12
Months (3)

9(2)(ba)(i)

1

2

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Document 2

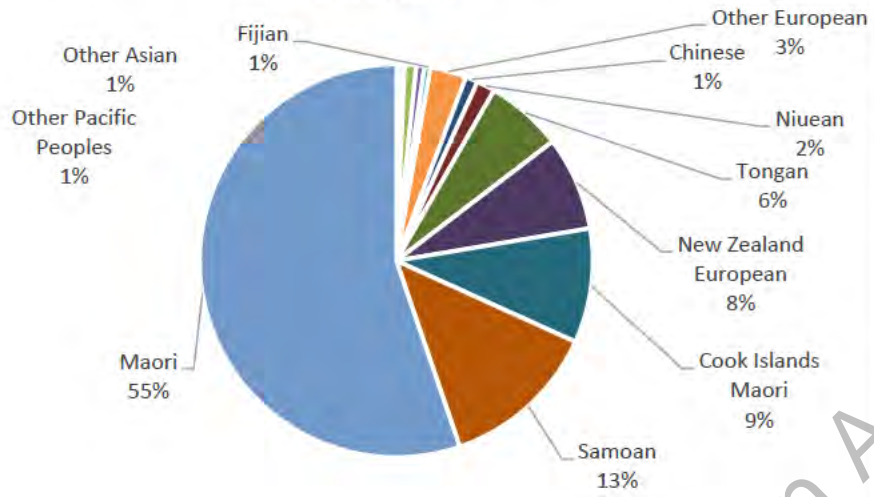
Information

To: MOE
From: Blue Light
Date: October 2022
Re: NEN report to Sept 2022

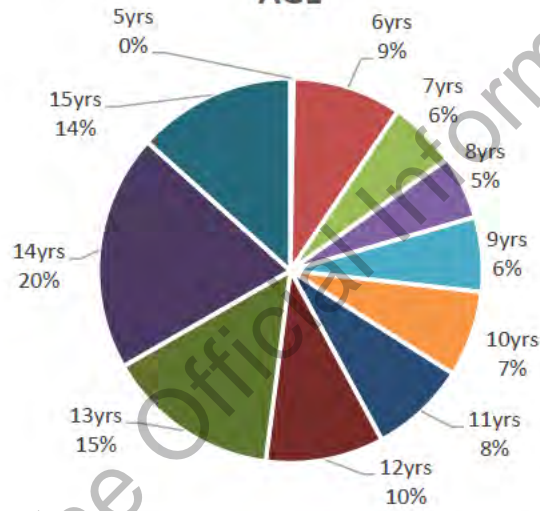
Purpose	The purpose of this paper is to provide a reflection and update of the Blue Light NEN service.																																																																			
Cases	<div data-bbox="336 414 1549 857"> <table border="1"> <caption>NEN Cases SEPT 2022</caption> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Cases to be closed</td> <td>168</td> </tr> <tr> <td>Cases - MIA</td> <td>250</td> </tr> <tr> <td>Cases Stalled</td> <td>202</td> </tr> <tr> <td>Cases to be assigned</td> <td>113</td> </tr> <tr> <td>Core Caseload</td> <td>193</td> </tr> <tr> <td>Triaging</td> <td>472</td> </tr> <tr> <td>Waitlist</td> <td>385</td> </tr> <tr> <td>Active Cases</td> <td>1783</td> </tr> </tbody> </table> </div> <table border="1"> <thead> <tr> <th></th> <th>March 22</th> <th>May 22</th> <th>JULY 22</th> <th>SEPT 22</th> </tr> </thead> <tbody> <tr> <td>Active Cases</td> <td>646</td> <td>1217</td> <td>1696</td> <td>1783</td> </tr> <tr> <td>Waitlist</td> <td>211</td> <td>213</td> <td>114</td> <td>385</td> </tr> <tr> <td>Triaging</td> <td></td> <td>462</td> <td>318</td> <td>472</td> </tr> <tr> <td>Core Caseload</td> <td>84</td> <td>162</td> <td>230</td> <td>193</td> </tr> <tr> <td>Cases to be assigned</td> <td>213</td> <td>80</td> <td>745</td> <td>113</td> </tr> <tr> <td>Cases Stalled</td> <td>118</td> <td>88</td> <td>104</td> <td>202</td> </tr> <tr> <td>Cases - MIA</td> <td>20</td> <td>100</td> <td>106</td> <td>250</td> </tr> <tr> <td>Cases to be closed</td> <td></td> <td>112</td> <td>79</td> <td>168</td> </tr> </tbody> </table>					Category	Count	Cases to be closed	168	Cases - MIA	250	Cases Stalled	202	Cases to be assigned	113	Core Caseload	193	Triaging	472	Waitlist	385	Active Cases	1783		March 22	May 22	JULY 22	SEPT 22	Active Cases	646	1217	1696	1783	Waitlist	211	213	114	385	Triaging		462	318	472	Core Caseload	84	162	230	193	Cases to be assigned	213	80	745	113	Cases Stalled	118	88	104	202	Cases - MIA	20	100	106	250	Cases to be closed		112	79	168
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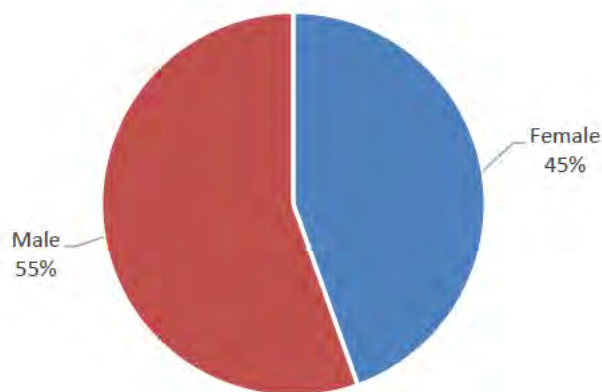
ETHNICITY

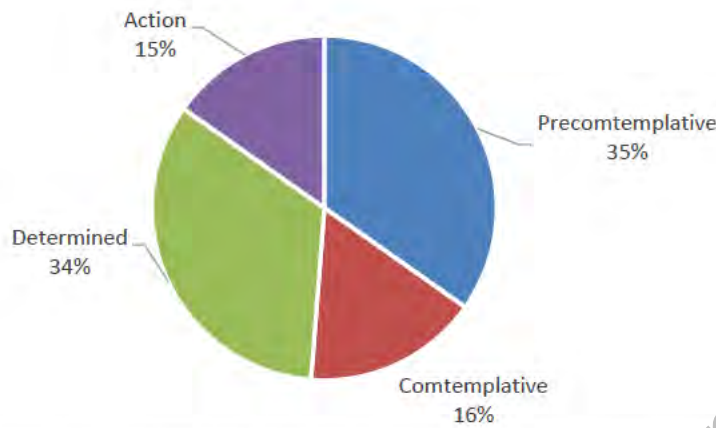


AGE



GENDER



<p>MOTIVATION</p>	<p style="text-align: center;">MOTIVATION of those assessed</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Motivation Data</caption> <thead> <tr> <th>Motivation Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Precontemplative</td> <td>35%</td> </tr> <tr> <td>Determined</td> <td>34%</td> </tr> <tr> <td>Action</td> <td>15%</td> </tr> <tr> <td>Comtemplative</td> <td>16%</td> </tr> </tbody> </table>	Motivation Level	Percentage	Precontemplative	35%	Determined	34%	Action	15%	Comtemplative	16%
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<p>Service Area</p>	<p>On the 2 May 2022 Blue Light has the responsibility for NEN service delivery across all South Auckland. Over 800 cases have been received for this area. A hui was held with the South Auckland A attendance service with Otahuhu Intermediate who have employed School Engagement Officers. We look forward to strengthening our collaboration as the service develops</p>										

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<p>Blue Light Team</p>	<p>Currently 12 staff involved directly with NEN backed up by management and up to 12 other staff that support during our Police HV days. Over the last 2 months we have held 6 Police HV days calling on over 900 families.</p> <p>We are pleased to confirm 9(2)(a) as the Team Lead for Blue Light’s NEN service. With the volume of cases 9(2)(a) has been appointed to further add support to the team, strengthening practice standards and school and community engagements. 9(2)(a) continues as service manager with a focus on workflow coordination and pilot reporting.</p> <p>It has been a challenging period with sickness hitting our team with both Covid and other viruses taking their toll.</p>				
<p>Blue Light Initiatives</p>	<ul style="list-style-type: none"> • Cross Sector Strategic Advisory Group • Community Home Visits Blue Light and Police Days- 2000 home visits completed since the start of the Pilot • Data sharing with Police and Oranga Tamariki to get most updated whanau details to enable more accurate home visits. • Triaging all referrals – Aim is within a week of referral – currently up to 6 weeks delay. • Assessment regime covering risks, motivation, covid, address, ease of contact, goals, barriers, and needs. • Separate service data system developed to manage the large case load numbers more efficiently than can be done through ASA. 				
<p>MOE Engagements</p>	<p>Over the last two months we have appreciated the engagements with MOE.</p> <p>Having an effective working alliance with MOE is essential to be able to work through the challenges of service delivery and find a solution together.</p> <p>In particular the meetings with the following areas have been very helpful:</p> <ul style="list-style-type: none"> • South Auckland A – 9(2)(a) and the educational advisor for those areas as well as 9(2)(a) 9(2)(a) form Otahuhu Intermediate who heads up the Attendance service with a school engagement team. • Cross Sector group working to engage Rangatahi led by Nicky Glasgow. • Contract group meeting with Pulotu Selio Solomon, Rachel Laurenson, Kuovatisi Fononga, Joe Lunden and 9(2)(a) re: Māori attendance. • Follow up sessions with 9(2)(a) where we are trialling triaging the educational supports for Māori students. • Steering group follow up with Kuovatisi Fononga who provided useful resources like identifying the educational advisors across our service deliver area. • ASA on-line workshops with MOE Wellington. <p>We also continue to assess if we have the capacity to work with Kotahi Te Whakaaro however with almost 1800 cases it is difficult to provide more than a brief intervention service and the work with this team has multiply agencies involved and requires complex ongoing interventions.</p>				
<p>Summary of issues</p>	<p>Blue Light has now managed the South Auckland B service for over 2 years</p> <p>Key issues that underlie non enrolments are:</p> <table border="1" data-bbox="336 1883 1552 1955"> <thead> <tr> <th data-bbox="336 1883 740 1955">Issues</th> <th data-bbox="740 1883 1552 1955">Solutions?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Issues	Solutions?		
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Information

<p>NEN Feed to Youth Services</p>	<p>Discussed with MOE and MSD to align the NEN queue to Youth Services as the young people age out at 16. This currently does not occur.</p> <p>Also developing good links with YS providers and working with ELX with YP 15.5 years old to engage with a YS mentor.</p>
<p>Resourcing Uniforms and other start barriers</p>	<p>Developing funding resources to support whanau – Police flexi-fund (identifying children with family harm histories), MERS, Variety Club as well as Blue Lights own funding internally.</p>
<p>No Collective Impact approach</p>	<p>This links to the work being done by Cross Agency Hui lead by Nicky Glasgow and previous links with YCT groups.</p> <p>‘The social sector is filled with examples of partnerships, networks, and other types of joint efforts. But collective impact initiatives are distinctly different. Unlike most collaborations, collective impact initiatives involve a centralized infrastructure, a dedicated staff, and a structured process that leads to a common agenda, shared measurement, continuous communication, and mutually reinforcing activities among all participants. ’John Kania& Mark Kramer (2011).</p>
<p>No Youth Voice</p>	<p>Blue Light has sent a proposal to MOE to lead a Youth Development research initiative to ensure the youth voice is heard through this Pilot project (why are young people not going to school?) – awaiting a response re: funding from MOE.</p>
<p>Oranga Tamariki- Policy on chronic NENs as a care and protection issue.</p>	<p>In discussion with OT – Blue Light through 9(2)(a) [REDACTED] has proposed:</p> <p>Our suggestion (post our most recent discussions) that in the interim to test how this could work that we do the following:</p> <p>For primary school age children:</p> <ol style="list-style-type: none"> 1. The young person and whanau have been located and initially triaged through our system. 2. That the young person and their whanau have been home visited by a Blue Light key worker. 3. That Blue Light has offered all supports / options for re-engagement into education, and these have been refused / declined by the family. 4. That Blue Light can evidence to OT that the family is unresponsive and / or unwilling to engage any further. 5. That the young person has been out of the education system continuously for a minimum of 2 terms (half a school year). 6. There may be other factors such as evidence of filth, junk, drug taking etc in the house, but these are not required for a report to be completed.

Information

		<p>7. That post the report of concern OT will undertake to advise Blue Light of what is / has occurred and if required ask BL to re-engage with the whanau if progress has been made with their motivations to re-enrol.</p> <p>For Intermediate age young people:</p> <p>All of the above, however the trigger point would be a minimum of an entire school year having been absent.</p> <p>As agreed, we will park secondary school aged Rangatahi for now. I note that there are a number of reports of concern templates, is there one we would use or would be create a bespoke one for this specific issue?</p>
	<p>NEN - Family Violence - Police link</p>	<p>Anecdotally we assess that 5 - 10% of cases (or more) that are NEN would have family harm issues. We value the Police support where funding from the Police has paid for uniforms and other needs for whanau.</p> <p>It would be good to strengthen these links with a review of cases against family harm data so that we could ensure that we don't miss offering support due to funding.</p>
	<p>Strengthening - On the Ground links with other agencies</p>	<p>With 9(2)(a) appointment we have now added momentum to our community and school engagements which are key to being effective in this space.</p> <p>Additionally, we have developed a practice guideline that means if another professional is engaged with a whanau (social worker, youth worker or educational advisor) we step back and provide support to that professional ensuring that they know the options and also help the family with those options. It is good practice not to have too many support workers involved with any one family. It is also necessary with the large caseloads that Blue Light has.</p> <p>An outcome from the Attendance Hui held earlier this year includes helping attendance services to "A better understanding of all agencies and sources of funding needs to be shared"</p> <p>9(2)(a) (CMDHB) input after the last steering group meeting helping us identify linkages has been very helpful.</p>
	<p>Strengthening links with Māori Providers</p>	<p>Blue Light continues to build our links with Māori providers and value the work that organisations like Ngati Tamaoho and Ngati Te Ata to provide our Rangatahi. We will be attending the Papakura Marae open day and the collaboration with Miriama (MOE) will assist us to grow in this area.</p>
	<p>Full immersion to Māori In Pukekohe at secondary school level.</p>	<p>No update provided by MOE.</p>

Information

<p>Transient housing</p>	<p>The issue of housing instability is a key driver with non-enrolled young people and a high level of transience. It may be useful to have a Kainga Ora representative on the steering group.</p>
<p>Alienation from education</p>	<p>Blue Light continues to build on our understanding of alternative pathways for non-enrolled young people. Anecdotally alienation from education at a whanau level is another key driver for NEN. The student voice research will add value here.</p>
<p>Trauma</p>	<p>Whilst it is apparent that trauma plays a big role with the parents and young people, we work with it is remarkably difficult to get people to attend counselling with community providers.</p>
<p>Under resourced/ lack of alternative pathways</p>	<p>We continue to build on our understanding of options for our young people. Currently we have:</p> <ul style="list-style-type: none"> Option 1: Te Ahu o Te Kura accessed under psychosocial and NEN grounds Option 2: Direction into an out of zone school on the grounds of disadvantage Option 3: In-zone school with support plan Option 4: Northern Health School Option 5: Home Education Option 6: Activity Centre (ASSC/Papakura Activity Centre) Option 7: Alternative Education Option 8: Early Leaving Exemption (ELX) Option 9: Early Leaving Exemption (ELX) – Solomon Group Option 10: Early Leaving Exemption (ELX) – Manukau Sport Option 10: Early Leaving Exemption (ELX) – Blue Light Option 11: New Foundations Option 12: Ngati Tamaoho Trust Option 13: Mangopare Rangatahi – Manurewa Pride Option 13: Matatoa – Time to Train – Takanini
<p>Inadequate cross sector cooperation</p>	<p>The role of OT, Health, MSD and Housing and how we work together with these whanau underpins a Collective Impact approach. If young people are NOT in school then perhaps the lead agency needs to be OT or Health as disengagement from school is key influence on future wellbeing for both the young people, families, and the wider community.</p>
<p>Community Services and Training providers</p>	<p>We continue to develop our knowledge of community service providers. This is being supported by Corinne Peters who is provider information about an MSD funded initiative called Community Connectors and through MOE education advisors and Pacific team.</p> <p>We continue to build working alliances with Training Providers.</p>
<p>Impact of Covid and Lockdowns</p>	<p>The impact as a current barrier is reducing though there are several families who are severely impacted by fear of Covid. We continue to assess covid impact as part of our triaging</p>

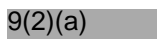
Information

	assessments. Note: for some whanau Covid is now a convenient excuse not to go to school.
No bottom line or consequences for non-enrolment	We have over 200 families where we are unable to get movement towards enrolment. There is no strategy about what happens next? What is the response of MOE and OT in these cases? Note: Inquiry into school attendance whilst not wanting prosecutions or sanctions was split of the use of these for the most egregious cases to emphasize to parents their legal responsibilities to send their children to school.
Lack of Attendance Service interventions early in the process of becoming non-enrolled	A significant percentage of NEN referrals have not had Attendance service engagement before the young person has been non-enrolled. This was one of the key recommendations of the inquiry into school attendance -earlier intervention. It is noted the lack of entry of notes into ASA by schools doing their own attendance work as well as attendance services. Upskilling of both groups by MOE has been requested.
Te Kura engagement with Attendance Services before Non-Enrolling their students	Te Kura is our largest refer of NEN. Yet no attendance service has been engaged before their students become NEN. MOE should look to investigate why this is the case. We have also queried with our MOE relationships manager the mix of NEN from Te Kura – “We are interested in tracking how many young people who are suspended or excluded are dealt with via enrolment into Te Kura. Our observation is that when Te Kura doesn’t work for them Te Kura then non-enrols them and by default, they move them off the ministry’s caseload and into the NeNs caseload. Instead, they should go back to the Ministry who has the staff already employed to deal with this work”. Awaiting a response.
Some challenges developing effective working alliances with some schools	9(2)(a) appointment will strengthen our engagement with schools. We are also publishing a newsletter shortly that will be distributed to all schools. The development of Blue Lights Youth Centre in Papakura is another vehicle that will strengthen our school engagements.
Lack of access to specialist support – learning assessments etc	It has been noted that there is a policy issue where learning assessment cannot be engaged before a young person is enrolled in school and yet many of the young people, we are working with need an assessment before enrolling which would help facilitate their engagement with schools. MOE needs to reassess their policy here.
Challenges with database - ASA	There has been helpful engagement with MOE Wellington reviewing the challenges with ASA. It would be good to see a commitment to designing a new tool that would focus on service

	<p>provision. We have started recording any issues with ASA so that we have a log to report from.</p> <p>Additionally, there are social and health issue of addictions, gangs, and family issues.</p>
<p>MOE attendance Strategy</p>	<p>MOE has developed a new Attendance and Engagement strategy which was introduced to Blue Light last month. The primary focus appears to be retaining students in school with not so much focus on those young people who are not enrolled in a school. Whilst Blue Light supports this additional funding is still required also to deal with the huge caseload within the NeNs space,</p>
<p>Attendance Service Trial Evaluation</p>	<p>Evaluation will be forwarded once approval received from MOE.</p> <p>The evaluation outcome and Implementation summary findings are detailed below:</p> <p>Outcome Findings</p> <p>Interviewees strongly endorsed the trialed school-based attendance service model, and Blue Light’s approach to working with NENs in South Auckland, compared to the previous contracted services, which were consistently criticised and under-used. Interviewees reported the new model is achieving better engagement with schools, learners and whānau, and better outcomes for absent and non- enrolled learners than the previous service.</p> <p>There was an improvement of performance against the KPIs and a reduction in NENs, however it is uncertain whether this is due to the trial or an effect of covid-19.</p> <hr/> <p>Implementation Findings</p> <p>Three distinctive variations of the Attendance Service proved suitable and effective for different operational contexts: urban/high deprivation, urban/mixed community, and provincial-rural/high deprivation. All models differ substantially from the previous service, notably being more localised and responsive, relational, and wrap-around/intensive. Key success factors included strong local leadership; responsiveness; a relational ethos; being local and school-based; working holistically and across silos to address multiple barriers to learning and investing in programme continuity and development. A fourth model as described by one interviewee dispensed with the need for an Attendance Service altogether, with attendance challenges being met by the school.</p> <p>Barriers to success included disruptions due to COVID-19; insufficient funding and related staff turnover; children and families with high/complex needs that require more input than has been assumed/allowed for; inadequate access to specialist services and viable alternative education pathways; the lack of uptake or cooperation from some schools; the current ASA case management system that is difficult to use, and the KPI reporting that is indifferent to case complexity.</p> <p>Interviewees raised concerns in relation to support and resourcing. They reported that the current funding for the school-based service only covers basic operations and the Blue Light NENs service in South Auckland has unrealistic caseload demands due to huge referral volumes unmatched by funding. There is considerable room for improvement in the provision of guidance at the establishment stage and support for continuous improvement of the service. Other support in relation to improving access to specialist services, extending inter-agency collaboration for disengaged youth and the development of viable alternative education pathways also needs strengthening.</p> <p>Schools and providers felt that communication and engagement from the Ministry’s National Office was not meeting their expectations or needs. The communication channels were not clear and there</p>

	didn't appear to be a consistent and visible champion for attendance and non-enrolled services, which was a source of frustration for schools and Blue Light.
Examples of stalled cases	9(2)(a) 

This report has been developed to give a high-level view on the NEN service. Please let us know if any further information is required.

9(2)(a) 

9(2)(a) 

Document 3

APPENDIX 13– Half-yearly and annual contract review template

Insert Attendance Service Provider Name Here – 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	43 schools in catchment region	39/43
1b. Proportion of schools in the Attendance Service catchment region who are registered ASA users (KPI 4)	9(2)(ba)(i)		

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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)

9(2)(ba)(i)

Released under the Official Information Act 1982

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"> Parawai school, Waihi College and Paeroa College are utilising the Attendance service more Advisors have made new connections and strengthening connections with some education options eg; Destiny College online school and TVAL which is advantageous to the Learners for enrolment purposes Engaging in positive interactions with many school Deans and Deputy Principals 	
2. Describe barriers that have been encountered.	
<ul style="list-style-type: none"> Schools expectations that we are a Truancy service that will locate students for them, pick them up and return them to school Familites struggle to understand that their children are required by law to be in education and do not take this seriously Transient – due to the cost of living, and limited housing, many families are finding it hard to find accommodation and provide stability for their children in order to consistently attend school COVID 19 – A number of parents are feeling insecure with the current pandemic, and see school as a risk to their childrens health 	

3. Describe enablers that have been encountered.	
<ul style="list-style-type: none"> • Transience of families and the in-depth research our AA have to go to, to locate them • Parents feeling overwhelmed by their child/childrens defiance to attend school. Some have expressed it is easier to let their child stay home then to enduring the "battle each morning" of getting their child to school • Poverty – lack of money for food, transport, stationary, schools costs, lack of support at home 	
4. What issues and trends have arisen over the reporting period?	
<ul style="list-style-type: none"> • Social anxieties, bullying, social isolation • Fear around the on-going nature of COVID 19 • Housing 	
5. Describe proactive initiatives that you have undertaken.	
<ul style="list-style-type: none"> • Reprinting of our Attendance Matters booklets as we increasingly turn to these for an educative response to questions, or use them as a resource for lack of engagement • Attending more Career Days/Whanau days to engage with the community that there is support for them to access getting their children to school • Ongoing connections with community networks including Police Youth Aid Officer, Schools Deans, School Counsellors 	
6. What changes to personnel and/or subcontractors engaged in the delivery of the Service have occurred?	

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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)				
A new process was put in place where the referrals through ASA are also notified to our reception email, at any time they occur. This has seen our service improve meeting the KPI2 that UA's are responded to within 1 school day significantly.				
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?
Rangatahi Professional Group	Thames	CAPS, Te Korowai, Oranga Tamariki, Police, Thames High School	Monthly	Yes if relevant

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.

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Half-yearly contract review report due date
27 August 2021

Annual contract review report due date
Before the end of February

Signed: _____

Date: _____

Name: _____

Position: _____

Signed: _____

Date: _____

Name: _____

Position: _____

Successful Story

9(2)(a)




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9(2)(a)



Active Complex Case:

9(2)(a)



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9(2)(a)

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Document 4

APPENDIX 13– Half-yearly and annual contract review template

Central King Country REAP – Half-Year Contract Review Taumarunui Attendance Service August 2022			
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	15	
1b. Proportion of schools in the Attendance Service catchment region who are registered ASA users (KPI 4)	9(2)(ba)(i)		

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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 monitored within 22 school days – State 1 to State 2 (KPI 3)
4. Unjustified absences that are closed within 20 school days – State 2 to State 4 (KPI 3)
5. Repeat Referrals – No more than 10% of students are referred more than two times in one school year (KPI 5)

9(2)(ba)(i)

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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>REAP continues to collaborate with all schools through many opportunities and forums. Most especially through our representation on, and support of, the Central King Country Principals' Association and the Taumarunui Kahui Ako. This keeps our Kaimahi abreast with current situations, challenges, successes and opportunities within the education sector and our community.</p> <p>It was a difficult start to the year with Covid_19 arriving in our town (after two years of being Covid free). Schools worked creatively under immense stress with Hybrid Learning Models, Hard Learning Packs and Work Placement options. The Attendance Service was able to support all schools through this time.</p> <p>We held a frank and open meeting with the Manager of Work and Income Taumarunui to discuss a more collaborative approach to beneficiaries' social obligation to school enrolment and school attendance.</p> <p>Our Attendance Advisors lead the way with compassion and equity. They present a holistic approach to supporting both student and whanau. They are well-respected within our community. We are blessed to have these Kaimahi supporting school attendance in Taumarunui.</p>	

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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
<p>The very supportive inter-agency collaboration “The Supporting School Attendance Team” continues to work well and provide support to this kaupapa. We are particularly grateful for the support of our Police Youth Aid Constable and our Kaumatua who support contact and engagement with whanau.</p> <p>We were grateful for the opportunity to meet face-to-face with our MOE colleague Pani Uerata who explained Section 53 of the legislation to us.</p> <p>REAP continues to hold the Strengthening Families Contract and hosts the Community Law within our premises. Both services are resources our Attendance Advisors can call upon in supporting a student.</p> <p>CKC REAP Management strongly advocate for the Taumarunui Attendance Service and offer additional funding as required to support the delivery of this contract. We are lucky to have a REAP Welfare Fund where we can access items such as Kai, Care Packages, School Uniform for whanau.</p>	
2. Describe barriers that have been encountered.	
<p>Support from our statutory agencies is non-existent. Whilst our organisation and Kaimahi have great relationships with stakeholders, the external organisations themselves do nothing to support and promote school attendance. It is very frustrating.</p> <p>Acknowledging that in these complex and somewhat distressing times,</p>	

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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
<p>there is no silver-bullet solution. Whanau are scared and wary of trusting.</p> <p>We continue to see whanau who have forgotten how to parent. They are reluctant to 'make waves' with their children because of fear of pushing too far.</p> <p>The Vaccine Mandate of November 2021 caused derision and rifts. It turned whanau against each other. Some whanau lost all confidence in schools and in public education.</p> <p>We are still feeling the aftermath of the 2020 Covid_19 pandemic and lock down. Some whanau are still recovering from job losses, unstable accommodation, fear and uncertainty. Taumarunui was Covid-free for two years but with the outbreak of the Omicron variant, illness has been widespread causing school closures, student absences, fear and anxiety.</p>	
3. Describe enablers that have been encountered.	
<p>Whanau who encourage poor school attendance by not being consistent in parenting practices.</p> <p>One Social Service Agency who condones absenteeism in Rangatahi who do not want to stay at school until they are 16 years.</p> <p>Employers who employ young people under 16 as they are cheap, fast and wiry.</p>	

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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

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

The Covid_19 Omicron variant arrived in Taumarunui with a vengeance. Our resources were stretched the limit. Students were hit hard by Covid. In turn they infected the adults in their lives. Hybrid learning models, classroom and school closures became an everyday reality. The School Lunch Programme was rolled out in a number of our local Primary School, Kura and High School in 2021 allows most children to receive quality, sustainable kai at school. Whanau who have become disillusioned with the public education system have been looking for alternative education options for their children. The number of Home Learning Exemption Applications has grown exponentially and the delay in those applications being assessed has been considerable. Our schools have tried to stop 'school hopping' within our region and are now asking whanau to have an Exit Interview before they consider enrolling at another local school. This is making whanau sit with a teacher and/or principal and talk about issues rather than running away from them. The Principals' Association has resolved that students who are home learning, and in so, do not have faith in a school, may not join in any Inter-School activities.

5. Describe proactive initiatives that you have undertaken.

**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"> • Providing whanau with a non-judgmental service and a reliable listening ear. • Utilising REAP resources and Meeting Rooms as comfortable gathering places to hold Whanau Hui etc. • Having a Principal representative on the Supporting School Attendance Team and ensuring a structured report-back to the CKCPA meetings. • Providing representation from the Attendance Team on the Taumarunui Kahui Ako at Governance and Management level and Learning Support Panel. • Developing a reciprocal relationship with 9(2)(a) Learning Support Co-ordinator. • Developing a respectful and collaborative relationship with Taumarunui Police. The Police Youth Aid Officer willingly accompanies the Attendance Advisors on home visits. • Acknowledging that one size does not fit all and tailoring our service to meet the needs of the client. • Providing a culturally responsive and culturally respectful service. • Providing structure to the Inter-Agency Supporting School Attendance Team with set meeting dates, reminders, reports issued prior to the meeting and working from an Agenda. • The Attendance Service continues to maintain a high profile within our community. We attend inter-school activities and community events. We are available to speak to school staff at 	

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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
<p>their staff meetings. Our REAP is held with high regard within our community.</p> <ul style="list-style-type: none"> • Doing our best to keep ourselves and our teams safe and well by increasing hygiene measures and splitting in to a Two Team approach to working to keep our business model viable. 	
6. What changes to personnel and/or subcontractors engaged in the delivery of the Service have occurred?	
<p>9(2)(a)</p>	
7. Please attach 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>9(2)(a)</p>	

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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

9(2)(a)

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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

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

I would really like to acknowledge our Taumarunui Attendance Advisors who go above and beyond to locate students, respect students, interact with whanau and provide all the support that is required. Local solutions for local people works so well for this contract. I would also like to acknowledge our whole REAP Team who step up and support each other through the most difficult of times. The additional financial REAP support provided to the Attendance Service Contract is also appreciated.

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?
Supporting School Attendance Team (SSAT)	Taumarunui	Police Youth Aid Kaumatua Strengthening Families Co-ordinator Oranga Tamariki rep MOE Relationship Manager CKCPA elected representative	Twice per term	yes via an Agenda and a formalized report from the Attendance Advisors

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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		
		SWIS Taumarunui High School representatives x 3 CKC REAP representatives x 3 Learning Support Co- ordinator		
Central King Country Principals' Association (CKCPA)	Taumarunui	All local school Principals, some Senior Leadership representatives, Education Manager @ CKC REAP, Head Teachers of Rata Street Pre-School, Central Kids Early Learning Centre and Te Ara Maturanga Kindergarten.	Week Three and Week Seven of every term	Yes via Agenda and report from CKCPA rep on the SSAT.
Nga Kaumatua o te Mauri Atawhai Community Network Hui	Ruapehu	Various individuals from the community, NGO's and Statutory Authorities	Last Tuesday of every month commencing in February	Yes via formal report from one or both of the Attendance Advisors
Strengthening Families LMG	Taumarunui	Various individuals from the community, NGO's and Statutory Authorities	Once every two months	Yes via a report from REAP Manager

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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:	4-03-2022
Name:	9(2)(a)
Position:	Manager, CKC REAP

Signed:	
Date:	
Name:	
Position:	

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Attendance Service Contract – Financial Report
As at 31 July 2022

9(2)(b)(ii)



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Document 5

Datacom Connect Limited (Service Area 12 & 13) – Half-Yearly Contract Review 2022

Reporting period: Start of school term 1 to the last day of school term 2

Reporting measure description	Objective	Report actual
<p>How well?</p> <ol style="list-style-type: none">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)Processed from State 1 'open' to State 2 'monitoring' within 22 school daysClosed processed through from State 2 'monitoring' to State 'closed' within 20 school daysSchools in the Service area have made an unjustified absence referral to the Attendance Service this yearNo more than 10% of students are referred more than two times in once school yearUnjustified absence referrals are responded to within 1 school day (8 ASA hours) of receipt (KPI 2)	9(2)(ba)(i)	

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Is anyone better off? Subcontractor Summary Report - Narrative Report

1. Describe some highlights from the period.

- a) In May we held a two-day ecase National hui with our Service Providers and Attendance Advisors. This was an opportunity to share best practice, insights and come together as a team. We also had guest speakers come and spend time with us including the MoE National office.
- b) Positive feedback from AAs around the benefit of collaboration and communication between Attendance Advisors across the regions Datacom holds contracts for. These relationships have enabled collaborative work around students who have moved between areas, sharing of ideas, resources, and knowledge to support AAs to be effective in re-engaging students in education
- c) 76% of cases have been closed as 'back in education' for SA 12; 71% for SA 13
- d) Feedback that ecase H/O support continues to be valuable in providing support, consistency in practice, clear expectations, and processes
- e) Continuing to work alongside whanau, supporting and assisting them to move forward and celebrating the small improvements and successes
- f) Continued close working relationship with MoE Relationship Manager and support provided to the team of Attendance Advisors
- g) We continue to benefit from positive relationships with local Ministry of Education and Datacom in delivering this service.

2. Describe barriers that have been encountered.

- a) Perception that some schools see education as more of a privilege than a right. If the student cannot meet their academic and behavioural standards then it is suggested that they should perhaps enrol at a less demanding school, or one better suited to their needs. Caregivers are then encouraged to remove the student who then moves on to another school with the original issues not having been addressed and the new school may be unaware of challenges.
- b) One Secondary School were not using ASA, so the Attendance Service was only receiving NEN cases. AA discussed this with the school and encouraged them to submit UA cases in the first instance. The school is now referring UA cases but the attendance rate of students they are referring is so low that it is challenging t to re-engage them with longer term ingrained non-attendance issues.
- c) Secondary School in one region refusing to enrol students who are in the school zone. AA has raised with MoE Education Advisor who has had to seek legal advice to gain enrolments. This has resulted in an extended period out of school for these students
- d) Feedback that students with identified attendance concerns are using Covid as a reason for non-attendance
- e) Ongoing challenge of not being able to receive UA referrals from students on Te Kura. This was raised with MoE at the ecase hui who were going to investigate this further. There were 23 NEN cases received from Te Kura this year for SA 12, and 20 for SA13.

- f) One region, who usually do a roadshow to visit all schools in the region, was unable to complete this due to the increase in Covid cases. This is now scheduled for Term 3
- g) Regions continue to find family dynamics as one of their most challenging barriers, which can cause long time frames between education environments. These dynamics can include the lack of everyday necessities such as food, a lack of transport, financial challenges, transitional housing, drugs, alcohol, gangs and multiple agency involvement. These whanau often have very complex challenges which require an across-agency approach to support and empower them. Often education can be seen as a low priority when whanau have more pressing needs
- h) Limited alternative education environments in one area continues to be a barrier
- i) One region has reported that attendance referral processes in some schools is not overly robust. This can negatively impact on student attendance, and these students being escalated to the Attendance Service in a timely manner
- j) One region has reported that mental Health, anxiety, and depression seems to be more prevalent
- k) Schools not updating ENROL in a timely manner
- l) The most significant barrier has been the disruption created by Covid and disruption to whanau.
- m) The Rock On process has found it challenging to gain any traction in Whanganui
- n) Oranga Tamariki in Whanganui do not seem to see non-attendance as a care and protection issue.

3. Describe enablers that have been encountered.

- a) Strong working relationships with other services and building networks with Methodist Social Services and Whakapai Hauora
- b) One region works closely with local Iwi, who have been a support in educational pathways and health and social wellbeing for students
- c) Knowledge and relationships within each community enables a tailored response. This results in more effective outcomes for students and whanau
- d) Two Youth Aid Officers appointed in one region that previously did not have Youth Aid presence
- e) Some significant progress has been made with schools engaging with AS and using ASA appropriately. In some cases, this has been due to new management, but we are looking forward to more progress in this regard.

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

- a) Financial constraints on whanau continues to be a challenge. The Datacom Enrolment Barrier Assistance (EBA) fund has supported one student so far this year and is available for all AAs to access
- b) Long standing challenges with transience and whanau in emergency accommodation continue to be a major factor in attendance. Added to the ongoing covid issue this has resulted in an exceptionally busy period
- c) Schools not submitting UA referrals despite ongoing attempts from AAs to encourage them to. This results in students only being referred once they become a NEN case. We will continue to raise these schools with the MoE Relationship Manager
- d) Reported increase in whanau exploring home schooling and Te Kura options. There can be challenges in encouraging families who have made applications to ensure their child attends school until applications have been processed
- e) One region has reported learners having less interest in attending school. This can be challenging when trying to engage with the student and foster their interests and how this can be achieved through participation in education
- f) Anxiety among students continues to be prevalent.
- g) Whanau not taking enough responsibility for their child's attendance, regardless of the efforts to support them i.e., Covid as a reason

5. Describe proactive initiatives that you have undertaken.

- a) Reprint of ecase brochures and business cards
- b) Ecase H/O continues to run the below reports twice weekly
 - a. NEN students now showing on ENROL
 - b. UA students removed from ENROL
 - c. Students turning 16
- c) Emailing Attendance Advisors when cases are close to reaching the 42-day KPI, as a reminder to assess the case to see if it can be closed. We have seen a positive response to running this report as a tool for our Advisors.
- d) Ecase H/O continues to send monthly dashboard reports to our Sub-Contracted Providers to provide an insight as to how their team is progressing
- e) Ecase H/O continues to send bi-monthly dashboard reports to Relationship Managers to provide a high-level overview of the service in between the six-monthly reports
- f) We have continued to share the 'School information document' with schools where required to remind them of the process of referring to the Attendance Service
- g) Ecase H/O continues to share the ecase service manual with Providers and Attendance Advisors
- h) Ecase H/O continues to send newsletters to our Attendance Advisors on a regular basis to keep them updated with any changes within the service

- i) Ecase H/O implemented a process of identifying cases that require a case note update and send reminders to support the Attendance Advisors with keeping case notes up to date. This has been well received and we have already noted improvements.
- j) Being invited to attend local "Colab Hui" initiatives to help build connections with local agencies for possible future options for learners. This group gathers every 4-6 weeks to discuss what their organisations do and what they offer the community. Some organisations that attend offer experiences that could be used as future engagement for some of the children we work with.
- k) Looking to recommence Rock On program in one region
- l) We trialled a fuel voucher system with a couple of families to eliminate barriers for non-attendance due to the cost of fuel. Two sets of vouchers have been supplied to schools with the families knowing to receive the vouchers at the end of the week there must be 100% attendance and on-time arrival in the mornings. This has worked for one family but unfortunately was still too hard for the other.
- m) Whanganui Attendance Service have formed a relationship with Mental Health and Wellbeing to support students and whanau with anxiety issues. This addresses a gap between school councillors who are unable to home visit and students who are reluctant to attend school and therefore unable to access professional help (other than ICAMHS).
- n) Hybrid learning for genuine absence and funding for school uniforms

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

Palmerston North Boys High School

Additional AA resources implemented as follows:

Term 1 9(2)(a) 10 hours/week as AA

Term 2 9(2)(a) 15 hours/week as AA

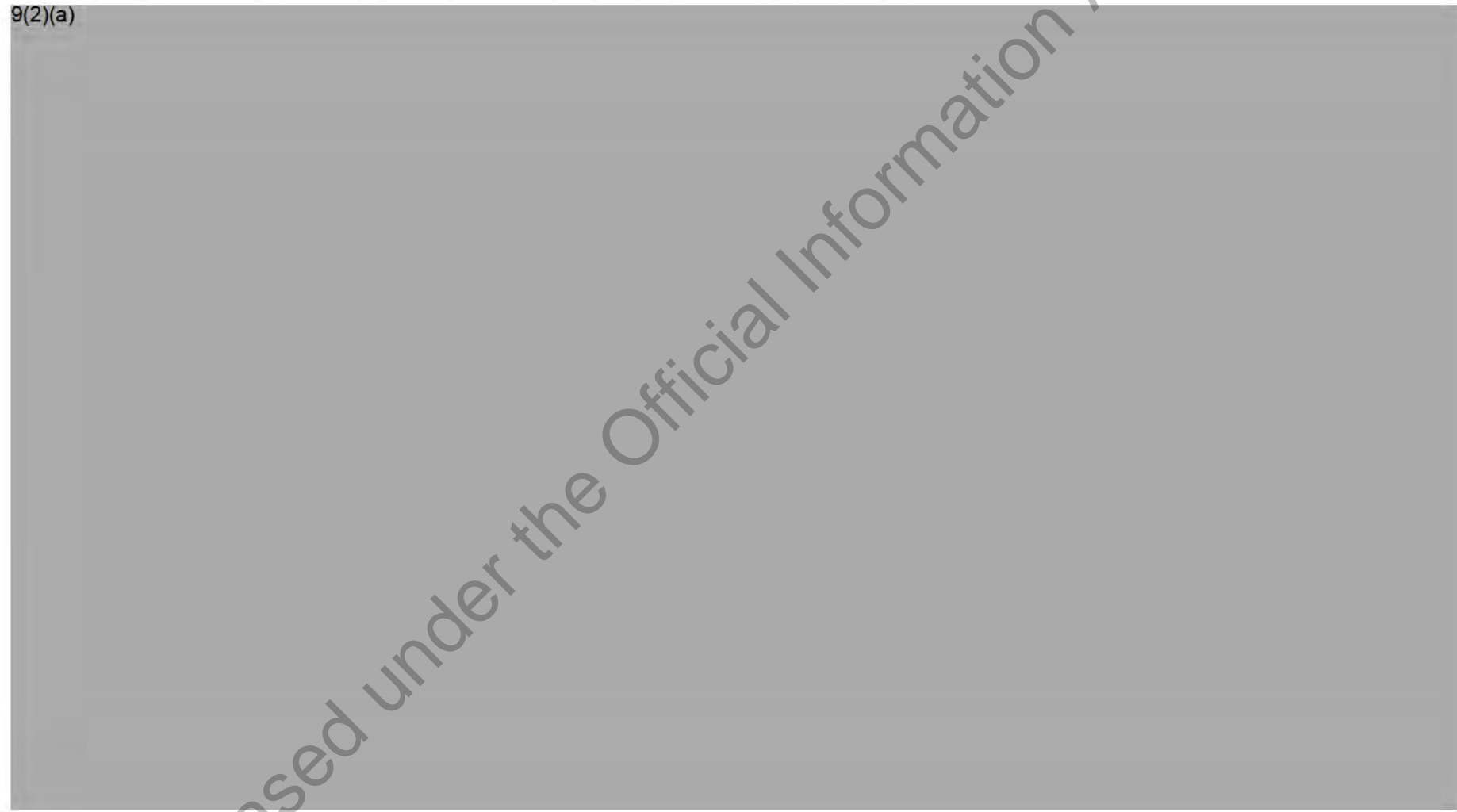
Ecase H/O

9(2)(a) appointed Operations Manager

9(2)(a) has moved into another position within Datacom Connect, though still with oversight of ecase

7. Please provide 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.

9(2)(a)



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9(2)(a)

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

- a) Ecase H/O continues to work closely with one Provider to support processes, training, and engagement with other agencies
- b) Ecase H/O has provided feedback to MoE National Office on suggested improvements to ASA, and our insights around the Attendance Service
- c) We have reviewed the School Attendance Survey data for 2021 and reconciled this with UA cases received in ASA for 2021. What we discovered was that the Attendance Service only had visibility of around 4% of students who were reported as attending school less than 70% of the time in 2021. We would expect all students with attendance less than 70% to be escalated to the Attendance Service once the school has exhausted all avenues of trying to re-engage the student. If we were able to reconcile Attendance Service data with the School Attendance Survey data, we would be able to

identify schools who are reporting low attendance and investigate whether they are using the Attendance Service. If it is established that they have not been referring to the Attendance Service, we can work with the schools to support them in utilizing our services and support schools to raise student attendance and engagement.

- d) Uncertainty around future structure of Attendance Service
- e) Building and maintaining effective working relationships with schools and social service agencies is not factored into funding of the service.

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 13: Rock On	Palmerston North	CYF, Police, schools, GSE, Attendance Service, Central Regional Health School and CAFS	Twice per school term	Yes
Service Area 13: Rock On	Manawatu Area	CYF, Police, District Health Nurse, Early Childhood Education Rep, Pasifika Rep, Children*s lawyer, Attendance Advisor	Weekly	Often discussed
Service Area 13: Rock On	Manawatu Area	Relationship Manager, AA's from Palmerston North, Feilding and Rangitikei	Once per Term	Yes
Police Youth Aid	SA12		As required	Yes
Oranga Tamariki	SA12		As required	Yes
WINZ	SA12		As required	Yes
MOE	SA12		As required	Yes
ECL and YAO	Waimarino	NA	NA	NA

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
Due 12 August 2022 (Reporting on school terms 1 - 2)

Signed: 9(2)(a)

Date: 12 August 2022

Name: 9(2)(a)

Position: Associate Director, NZ Connect Operations

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Document 6

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Te Puke Attendance Service = Half-yearly and annual contract review 2022

Attendance Service– Half-Yearly and Annual Contract Reviews			
(reporting 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
1. How many? Number of schools in the Attendance Service catchment region		12	
How well? 1. KPI 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 2. KPI 2: Unjustified absence referrals are responded to within within 1 school day (8 ASA hours) of receipt 3. KPI 3a: Unjustified absences that are monitored within 22 school days – State 1 to State 2	9(2)(ba)(i)		

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Attendance Service- Half-Yearly and Annual Contract Reviews

(reporting 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
<p>KPI3b: Unjustified absences are closed within 20 school days - State 2 to State 2</p> <p>4. KPI 4: Repeat Referrals – No more than 10% of students are referred more than two times in one school year</p> <p>5. KPI 5: Proportion of schools in the Attendance Service who have made an absence (UA) referral to the Attendance Service</p>	9(2)(ba)(i)		

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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	Final Report Start of school term 1 to last day of school term 4
1. Describe some highlights from the period.	
9(2)(a) Using our Kāhui ako learning support panel as a community based approach to provide wrap around support for whanau. Contracting our attendance service to our local hauora who are iwi based, is better for supporting our whanau.	
2. Describe barriers that have been encountered.	
Incorrect contact details for whanau. Not being able to engage with some whanau particularly with cultural differences – e.g. Chinese whanau who had a different worldview to school attendance during the COVID pandemic. Limited alternative pathways for education and employment for those who are disengaged. By the time referrals are submitted the impact of barriers can be too great. We need to get in earlier but the ASA system doesn't allow for that. Limited number of alternative services to be able to refer whanau to.	
3. Describe enablers that have been encountered.	

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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	Final Report Start of school term 1 to last day of school term 4
Direct communication with all schools in the Kāhui Ako Having team members with relationships to those most disengaged whanau.	
4. What issues and trends have arisen over the reporting period?	
COVID has been significant barrier and has allowed some students to get into a habit of not attending school, or not having to get up and get out of bed to go to kura. The funding from this attendance contract has been contracted to a community based Haoura service. We were wanting to use the funding to work in schools to engage with disengaged students earlier prior to truancy occurring. However, with the way the system is structured – schools referring to ASA after a number of missed days from kura makes us feel we are continually on the backfoot and are not getting in early enough. We need to have funding to follow up non-attendance at school, but also funding to be able to engage with students earlier while they are still actually attending school.	
5. Describe proactive initiatives that you have undertaken.	
Earlier intervention – visiting all schools regularly and making connections/relationships with students Holistic wraparound support for whanau, most students who have attendance issues also need support for 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	Final Report Start of school term 1 to last day of school term 4
Beginning to increase the number of youth services in our community for when the students are not at school e.g. after school, weekends, holidays.	
6. What changes to personnel and/or subcontractors engaged in the delivery of the Service have occurred?	
We have subcontracted our attendance service to a community based haoura. This haoura has connected with our Te Hurihanganui staff so that we can increase our community based approach.	
7. How have you been able to encourage new schools to make referrals to your Attendance Service?	
Meeting with school management teams and forming relationships. Developing a google doc to share between the service provider and the school so that schools can highlight students who are beginning to show patterns of truancy and disengagement.	
8. How have you been able to give practical effect to the Ka Hikitia guidelines for Māori ākonga and the Action plan for Pacific Education for pacific learners? (New)	
Yes	
9. 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.	

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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	Final Report Start of school term 1 to last day of school term 4			
10. Any other key points from the reporting period? (optional)				
11. Please list the local interagency groups your Service is a member of using the following format:				
Name of interagency group	Region covered	Members	Frequency of meetings	Are attendance issues always discussed at this meeting?

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

Please attach a cost breakdown for the Pūtauaki ki Rangitāiki Attendance Service for the school year with your Final 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.

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Half-yearly contract review report due date
August 2022

Final report due date
At the end of the Agreement

Signed:	
Date:	14 October 2022
Name:	9(2)(a)
Position:	Lead Principal - Kahui Ako o Te Puke

Signed:	
Date:	
Name:	
Position:	

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Document 7

Half Yearly Review 2022		
Reporting measure description	Objective	Report actual
		Review
How well?	9(2)(ba)(i)	
1. At least 75% of unjustified absences are: <ul style="list-style-type: none">monitored (processed through State 1 'open' to State 2 'monitoring') within 22 school days (KPI 1a); andclosed (processed through from State 2 'monitoring' to State 4 'closed') within 20 school days (KPI 1b).		
2. No more than 15% of UA cases will be closed for the reason "Unresolved - NEN generated"		

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Provider Summary Report - Narrative Report

Half yearly (2022)

1. Describe some highlights from the period.

- Working with Ngatitamaoho and having the Iwi support our mahi and the whanau in the wider Papakura area. Also the Iwi reached out to other services within the area to develop relationships with other attendance service providers.
- We have been able to support schools who have had major staffing changes in administration and leadership. Our support has been welcomed and schools have been able to develop processes that work for their school.
-

2. Describe barriers that have been encountered.

- Covid and whanau who have hesitated to return learners to school. This has led to a much higher than usual NENs referral.
- Whanau not wanting to engage with the school. This is mostly due to a history of poor interactions with education for parents and now their children are seeing similar struggles in school.
- Communication with schools. Some schools have been stretched thin and we have struggled to get regular updates on the current attendance of learners referred to our service. We have been successful and the learner has been attending but the school has taken upto two weeks before letting us know about the improvement. This has led to longer time frames for open and monitored cases and to close cases.
-

3. Describe enablers that have been encountered.

- Covid has been used as a major reason for poor attendance.
- Whanau believes schools are the major spreader of covid and in term one would not send learners to school. Evidence was the number of cases in school and classes. Whanau were very frightened to return learners.
- Distance learning - transitioning from distance learning back to in class learning has been a struggle for many learners. Some have tried to have less time at school and would like to do distance learning instead.
- Parents were in term one struggling to get learners back into routine. This was from sleeping patterns to support attendance and punctuality to in school behaviours.

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

- We have come across families that want to continue on with distance learning, even when schools have returned. Most commonly this is due to mistrust in the safety of the learners when they return and potential to catch covid and bring it home.
- We have had more than expected referrals for communication issues between schools and whanau. This is mostly due to Covid and Transiances.
- Over this reporting time we have come across more broken homes and young people not coping with the break down at home. This coupled with not integrating back into routine post covid lockdowns has seen young people (mostly at secondary level) disillusioned with the importance of education and structure within mainstream.
- In term one 2022 we had several schools referring learners that had not returned all term mostly due to covid and then closing for a Non Enrollment Notice a week later when we reported back that the family felt unsafe to return to school until the following term. We also found in the following term a lot of these learners enrolled back into school.
-

5. Describe proactive initiatives that you have undertaken.

- Before the Ministry started giving out Masks we brought many for our advisors and whanau.
- When RA Tests first came on the market we brought some for our advisors and whanau we were working with.
- We have purchased kai packs to bring to whanau when the need arises after a home visit.
- We have also developed a relationship with the local iwi (Ngati Tamaoho) and they also have extra support for whanau including kai packs, uniform, stationary and in-home support.
- We have redesigned our process several times over this reporting period. Covid has had us adapt to constant changes in the way we work under the previous system and the current Red, Orange and Green.
- We have a list of questions we are looking into and searching for answers to they are
 1. When do consistent attendance issues become a care and protection issue?
 2. When education is not seen as important to a whanau what are the next steps?
 3. How do we better support a whanau that doesn't see the long term harm they have on their children by consistently keeping them home?
 4. What other services are out there that can work inside the home with whanau? What happens if whanau do not want that support?

6. Describe how you have built relationships within the community, and how this is supporting the operation of the service.

- Our relationship with local iwi continues to be positive
- Our links in the community through working with whanau are strong and often we will get feedback from a new referral that they have spoken with someone who we have worked with in the past.
- Our Advisors are in communication with social services in the area.

7. How do you think having a school run the Attendance Service impacts the way the Service runs? In particular comment on relationships with other schools, the non-enrolled Attendance Service Provider, and family and whānau.
The school run system has worked well having a principal on hand to support with advice and having the advisors aware of what it is like in school for attendance issues. Principals talk and feedback both positive and process changes can be brought to light and worked through in a short time frame.
8. Describe any changes that have been made to the community's support for attendance and the Attendance Service, and how this has been achieved.
9. What changes to personnel engaged in the delivery of the Service have occurred?
We have retained our advisors and they have strong links in the community.
10. Do all of your active UA cases have a plan in place to address the student's non-attendance?
Learners do not come to us with a plan to address attendance issues. Each school is different and works in its own way. Some schools will meet with family and address expectations and help with dissolving barriers. Other schools just send the learner to class. Once a learner is back in school we do not interfere with the school's process. We will address the barriers to attendance during our time working with the learner and whanau so they are no longer an issue.
11. 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.
12. Any other key points from the reporting period? (optional)
<ul style="list-style-type: none"> • Positive networking hui held at Blue light for advisors and attendance services we found really positive. • The online meetings organised by 9(2)(a) have been informative. They have also helped us to look deeper into our processes. • The ongoing support from MOE Auckland (Pulotu Selio Solomon) has been great and very responsive.

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13. 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?
Ngati Tamaoho	Papakura	9(2)(a)	Meeting determined on need and referrals.	Whanau engagement. Networking through wider whanau contacts.
Bluelight	Papakura		3 - 4 weekly	Whanau and whanau groups are discussed
Iosis	Papakura		As needed	Individual needs of learners and whanau are discussed
Great Potentials	Papakura	Starim	As needed	Individual needs of learners and whanau are discussed
Te Mahau	Aotearoa	Agencies using ASA	bi-weekly	issues and improvements to ASA
Iosis SWIS/ MASSISS Governance Hui - Papakura	Papakura	Iosis and schools using their service	Twice a year	Yes with support for whanau and learners
School Hui	Papakura	All schools with referrals	Weekly	Each advisor has meet with and discussed cases weekly with a representative from each school.

14. Please advise if there have been any changes to your Privacy, Child Safety and/or Health and Safety policies, as well as a summary of any issues encountered over the reporting period. This summary should confirm your compliance with your obligations under the Health and Safety at Work Act 2015, the Privacy Act 1993, and Children's Act 2014, or where there has been non-compliance, describe the non-compliance, the effect of the non-compliance, and what actions you took to remedy the non-compliance.

There have been no non-compliance issues over the contracted period.

Note: This information could come from a variety of sources.

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. Will be provided in the end of year report.

contract review report

Signed:	9(2)(a)
Date:	
Name:	9(2)(a)
Position:	Workflow Coordinator/Attendance Advisor

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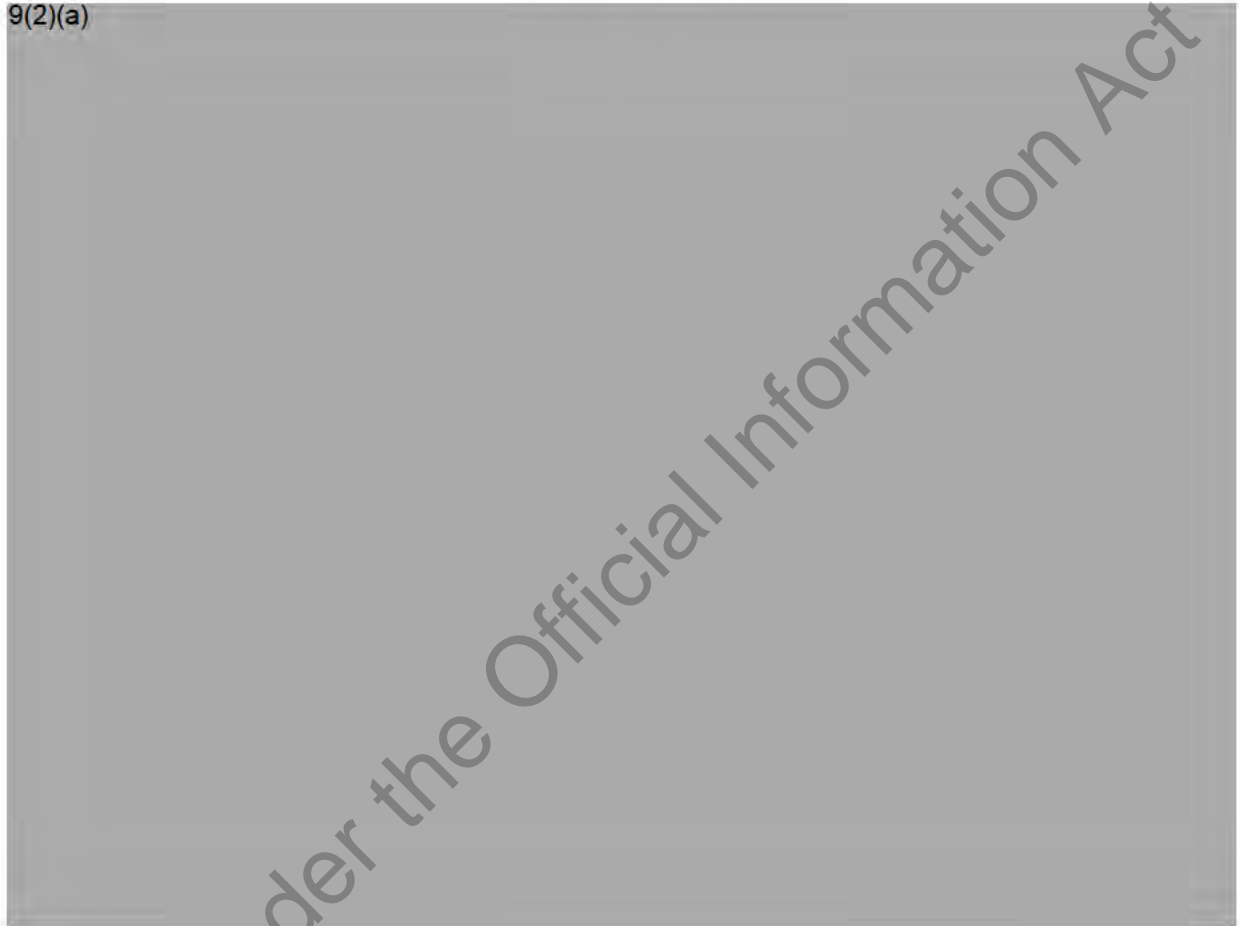


ATTENDANCE SERVICES

Ma te rongo ka mōhio, ma te mōhio ka mārāma, ma te mārāma ka mātau,
Whāia kia tata, Puritia kia mau

Case Study A

9(2)(a)



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ATTENDANCE SERVICES

Ma te rongo ka mōhio, ma te mōhio ka mārāma, ma te mārāma ka mātau,
Whāia kia tata, Puritia kia mau

Case Study B

9(2)(a)



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Document 8

APPENDIX 10– Half-yearly and annual review template

Half-Yearly and Annual 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
<p>How well?</p> <p>1. At least 75% of unjustified absences are:</p> <ul style="list-style-type: none"> monitored (processed through State 1 'open' to State 2 'monitoring') within 22 school days (KPI 1a); and closed (processed through from State 2 'monitoring' to State 4 'closed') within 20 school days (KPI 1b). <p>2. No more than 15% of UA cases will be closed for the reason "Unresolved - NEN generated"</p>	9(2)(ba)(i)		

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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.	
<ul style="list-style-type: none"> In February 2022, a new Attendance Coordinator started with HLC/LTTM. Our Attendance Officer secured a new role at HLC/LTTM and a new Attendance Coordinator started 22nd August. Very positive feedback received about HLC/LTTM Attendance Service from College Attendance Advisors Rangatahi receiving wrap around services within our organization namely: On the open cases with Attendance, open in a different service at HLC/LTTM such as Youth Mentoring via referral from Oranga Tamariki Youth Justice or Care and Protection. Attendance Coordinator and Mentor working in parallel to support and gain engagement in education. Rangatahi and whanau working with Iwi Social Service providers and providing wrap around support The wrap around support model available at Horowhenua Learning Centre / Life to the Max. The attendance service has had a high number of successes in getting young people into HLC Life Skills course and introduction to hospitality. 	
2. Describe barriers that have been encountered.	
<ul style="list-style-type: none"> Our service has encountered some challenges in the period, in particular the need for families to establish routines post lockdowns and traffic light settings. Reluctance of rangatahi to engage in a school system that now seems unfamiliar to them The importance of establishing consistent relationships to build bridges back to schooling. With high levels of Covid infection in the community, the continuity of relationships can be disrupted and push out the timescales of plans. A high number of whanau who are expressing conspiracy theories about the system and a world view not based on factual information. Rangatahi who are experiencing high levels of anxiety and a need to develop their social skills in order to interact with peers and find their fit. 	

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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"> • Parents of rangatahi who are experiencing high levels of anxiety and projecting this onto their rangatahi • Parents expressing concerns and worries about trusting the 'system' • Parents not answering calls or responding to any communication attempts by our service and the schools • Children who have not gone to school since who turned 55 when the first lockdown occurred and schooling is a foreign thought. • Students due to start college and lockdown occurred, they would be joining on their own without a peer group and no college experience • Some students don't know what they want to do in the future and it takes time to build the plan 	
3. Describe enablers that have been encountered.	
<ul style="list-style-type: none"> • Good relationships with the Colleges and schools that generate referrals to the attendance service. It is via those relationships that our Attendance Coordinator gains insight into the circumstances and connections of the rangatahi which supports better outcomes • Finding out what the rangatahi wants to do in their future, we are then able to help the rangatahi and family plan to reach those aspirations. • Building off the strengths that the rangatahi has, including: friendships, liked subjects at school, sport, connections with teachers and other staff. • Gaining an appreciation of the barriers and how we can be the enablers to support the removal or reduction of those. • Finding safe spaces for rainbow students who have had a difficult time with students at school. The students have found the diverse environment at Horowhenua Learning Centre / Life to the Max supportive. • Knowing what is out there to support a rangatahi, those networks include: Social and Iwi services, Learning Support Coordinators, schools, Police, Education providers in our region, Health professionals to name a few 	

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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
4. What issues and trends have arisen over the reporting period?	
<ul style="list-style-type: none"> • Covid infection and re-infection impacting upon our ability to visit and connect with whanau and rangatahi • Anxiety present in the rangatahi and whanau • Social Skills and the need for rangatahi to make friends and connections • Whanau experiencing hardship and not having financial resources to pay for for pre pay phones to be able to contact the school and advise that the rangatahi able to attend • Reluctance of parents to communicate and connect with our service. The commitment and drive to send their rangatahi back to school is a barrier to our engagement. • Whanau breakdown and ongoing conflict between parents • Looking at the data on NEN, we are unsure if it captures the number of students who have received an exemption and enrolled in Horowhenua Learning Centre courses and other options that we have supported them into. 	
5. Describe proactive initiatives that you have undertaken.	
<ul style="list-style-type: none"> • Joint meeting with Social Worker in school, community Social Worker and Principle from a school. This school is an irregular referrer to into the Attendance system. The meeting focused on a student causing serious issues in the school and together working out the best approach and steps for change. • Our attendance coordinator attended an interschool hui with all the Principles on how collectively we can increase attendance in our district. • Meet and greet with Huiā Kaimanawa, the Children's Team. • Meet and greet with the Manager of Muaupoko Tribal Authority Rangatahi service. <p>These activities increase confidence in the system and the service we provide.</p>	

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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
6. Describe how you have built relationships within the community, and how this is supporting the operation of the service.	
<ul style="list-style-type: none"> Reaching out to services and inviting them to a meet and greet to develop the connections and understand their service better Proactively meeting staff at all of the schools: attendance function, admin and office people, Deputy Principals, Principals, Visiting other services, gaining an appreciation of their role and work in our community Attending Network meetings, talking about roles and functions as well as community gaps, trends and issues <p>Through the above means we keep our local knowledge up to date, check in with our key stakeholders who are working to improve whānau outcomes.</p>	
7. How do you think having a school run the Attendance Service impacts the way the Service runs? In particular comment on relationships with other schools, the non-enrolled Attendance Service Provider, and family and whānau.	
<p>Some of the attendance coordinators in the schools are part time or portfolio holders rather than a dedicated school attendance officer.</p> <p>There can be a sense of competition between schools as they vie for student school selection.</p> <p>We would worry about an attendance service being attached to one school and if the service would be centred on that particular school only. We wonder if whānau don't attend a particular school they will not have as good a follow up from the service.</p> <p>There are 22 schools in this region our engagement levels from schools has increase in the last year with 16 making referrals.</p>	
8. Describe any changes that have been made to the community's support for attendance and the Attendance Service, and how this has been achieved.	
<p>Our attendance worker has received many contacts from the schools as a result of the relationship they have built. The relationship is strengthened through Proactive approaches to stem attendance matters early has led to</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>conversations on ensuring that if the school has a UA or NE they must enter the information in order for us to follow up. A result of those relationships and requests for entering the UA or NE is that we have seen an increase in referrals.</p> <p>COVID has had an impact upon the community, the level of irregular attendance and the community support available. The impact is also seen in the level of infection in the community.</p>	
<p>9. What changes to personnel engaged in the delivery of the Service have occurred?</p>	
<ul style="list-style-type: none"> • New Attendance Coordinator started February 2022 • New Social Services Manager started June 2022 • New Attendance Coordinator started August 2022 <p>We are fortunate the previous Attendance Coordinator has a new role at HLC/LTTM and can support the induction as well as introduce our new Attendance Coordinator to key people in the Attendance system. This will support a streamlined induction process for our new staff member.</p> <p>Our services at Horowhenua Learning Centre / Life to the Max have not been immune from the employment market trends. We are happy to report that we now have a full complement of staff across all of our services.</p>	
<p>10. Do all of your active UA cases have a plan in place to address the student's non-attendance?</p>	
<ul style="list-style-type: none"> • For those where we have engagement the student has a plan. • Some plans are very extensive to remove barriers for the student to re-engage in school, others are a simple plan whereby the student and whanau inform us of their intentions and when re-engagement will occur. • Many of the colleges and schools have an extensive plan in place that we build off 	

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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
11. 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.				
12. Any other key points from the reporting period? (optional)				
13. 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?
Waiopēhu College interagency group	Horowhenua	Community and Government agencies	Every fortnight	Yes
Youth Network	Horowhenua	Community and Government agencies	6 weekly	Yes
Manawatu College	Horowhenua	AS and school	Every fortnight	Yes
Horowhenua College	Horowhenua	AS and school	Weekly	Yes

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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
Levin East School	Horowhenua	AS and school	Once a month	Yes
Levin North	Horowhenua	AS and school	Once a month	Yes
Waiopahu college	Horowhenua	AS and school	Once a week	Yes
Meeting with Iwi social services - Muaupoko	Horowhenua	AS and Iwi Social Services	As needed, monthly at least	Yes
C&P panel	Horowhenua & Otaki	Social Services Manager is Chairperson panel, attendees include: MoE, Social Services, Police, Health	Every fortnight	Yes
Interagency Youth Justice	Horowhenua & Otaki	Social Services Manager & Oranga Tamariki Youth Justice, Police and Iwi	Every fortnight	Yes
<p>14. Please advise if there have been any changes to your Privacy, Child Safety and/or Health and Safety policies, as well as a summary of any issues encountered over the reporting period. This summary should confirm your compliance with your obligations under the Health and Safety at Work Act 2015, the Privacy Act 1993, and Children's Act 2014, or where there has been non-compliance, describe the non-compliance, the effect of the non-compliance, and what actions you took to remedy the non-compliance.</p>				
<p>No changes. No issues regarding non-compliance.</p>				

Note: This information could come from a variety of sources

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
August 27 2021

Signed:

9(2)(a)

Date:

26/08/2022

Name:

9(2)(a)

Position:

Social Services Manager

Annual contract review report due date
Before the end of February

Signed:

Date:

Name:


Position:

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LIFE TO THE MAX HOROWHENUA TRUST
Ministry of Education - Attendance Service
Financial report for 6 months to 30 June 2022

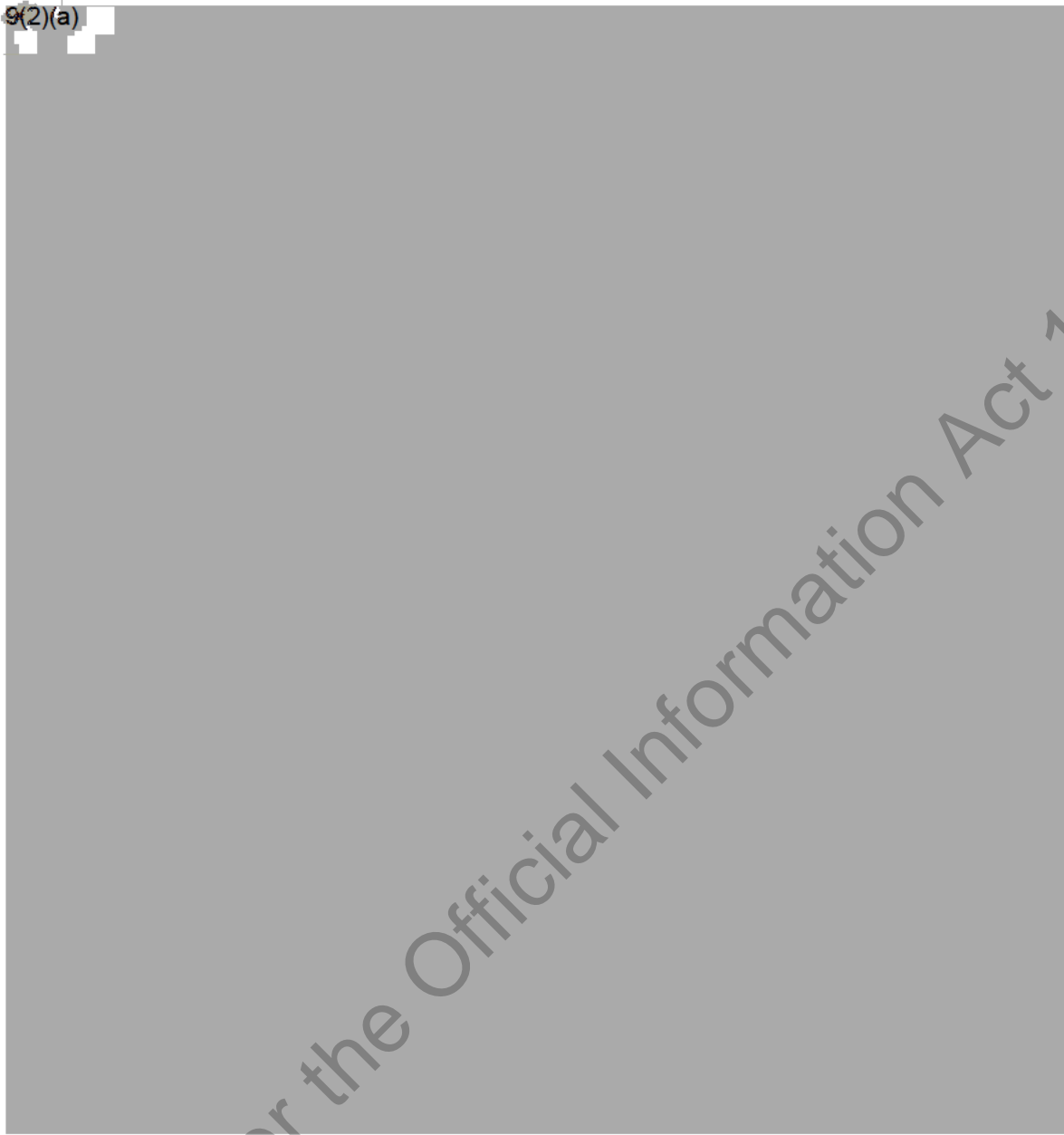
Jan - June YTD Budget

9(2)(b)(ii)



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9(2)(a)



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Document 9

Matamata College Attendance Service – 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	Final Report Start of school term 1 to last day of school term 4
How many? 1. Number of schools in the Attendance Service catchment region		26 Schools	
How well? 1. KPI 1: Every non-enrolled case that has been open longer than six months must have a plan in place to re-engage the student back into a school or legal learning environment 2. KPI 2: Unjustified absence referrals are responded to within within 1 school day (8 ASA hours) of receipt 3. KPI 3a: Unjustified absences that are monitored within 22 school days – State 1 to State 2	9(2)(ba)(i)		

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KPI3b: Unjustified absences are closed within 20 school days - State 2 to State 2

4. **KPI 4:** Proportion of schools in the Attendance Service who have made an absence (UA) referral to the Attendance Service
5. **KPI 5:** Repeat Referrals – No more than 10% of students are referred more than two times in one school year

9(2)(ba)(i)

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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	Final Report Start of school term 1 to last day of school term 4
1. Describe some highlights from the period.	
<p>Highlights have involved making some very solid and consistent relationships with schools in the district. This is ensuring we are working inclusively, with all the information, along with creating a service that they are happy with and we are proud of.</p> <p>A further highlight has been gaining the appropriate people to complete the work under this service. This has been through outsourcing and putting the people we're serving within this contract first. Doing this has meant we're ensuring the skills, values and work ethic is what is needed.</p> <p>We have also been able to make contact with referrals that have been open in the system since well before we started this service and the relief we hear from families that someone is contacting and supporting their children to be in school is evident. Some of these children and young people have been out of school for quite some time.</p> <p>A further highlight has been building strong relationships with not only schools in the area but also for the families we're serving and working with. This has involved breaking down barriers about attendance services and what they're here to do, providing a space where parents and young people feel heard and supported along with supporting them to make realistic plans on how their Tamariki are going to either start attending full time or getting back into education.</p> <p>Therefore, a further highlight has been the ability to support people to understand what attendance services are and the support that comes</p>	

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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	Final Report Start of school term 1 to last day of school term 4
<p>with this service. This has been not only with the families we're supporting but also schools and other professionals.</p> <p>In order to support majority of our highlights in happening a further highlight we have experienced has been learning more of the contract as we completed the work. Due to being provided with a lack of training or support in working out how attendance services operate overtime we have completed the work and during this process we have experienced small breakthroughs in gaining more information and understanding all processes which not only supports us in working efficiently however also supports us to serve our community to the best of our abilities.</p> <p>Since beginning work in this contract we have also ensured there is a focus on gaining young people's voice about why they do or don't want to be in school, how this looks for them and how it will look moving forward them. This not only ensures we're supporting parents who can't have these conversations with their Tamariki, but also ensures the young person feels supported, has responsibility where they need it and has some buy in with their own plan.</p> <p>A further highlight has been the ability to ensure there is a wraparound support service for families and young people as we are aware often when we're seeing schooling issues there is more going on e.g. poverty, housing, travel ect.</p> <p>We have achieved providing a wraparound service not only due to the fact we provide Youth Services when they turn 16 so they do not age out and go nowhere, however we also provide counselling services, alternative education, social work support, other professionals in the</p>	

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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	Final Report Start of school term 1 to last day of school term 4
<p>area and having a vast range of knowledge about what supports are available we're ensuring families have all the support that is needed on top of education.</p> <p>Overall we have had the chance to experience many highlights while learning in this contract and have really enjoyed supporting families in our area through schooling.</p>	
2. Describe barriers that have been encountered.	
<p>A significant barrier we have experienced when taking on this contract is that there were existing files open from some time ago. For our team this has meant not only that they cannot just focus on new referrals coming through but they are also working to clean up these existing referrals meaning the work load is not realistic. A further reason that this has been a barrier has been that once these families have been able to be contacted some of these children and young people have been out of school for significantly longer than what they should have due to the fact parents are needing support in making this happen.</p> <p>Another barrier that has been the significant is the lack of training or handover when taking on the contract. This has meant we have had to discover for ourselves how processes work, the difference between an UA and Non-Enrolled Student referral along with the process of what this looks like, how to find people when contact methods aren't working ect. Due to this lack of training it has taken our team longer to figure out all processes and how things work, this has been a barrier as it has made the work more complicated and difficult to navigate along</p>	

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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	Final Report Start of school term 1 to last day of school term 4
<p>with meaning while our experience of the work is very positive our states do not look how they should.</p> <p>A further barrier has been the amount of time it has taken for things to be set up once we are aware of the process, for example we have tried signing up for ENROL which would significantly help us with our work however it has taken months to make this happen and we are still not able to access this yet.</p> <p>We also note that a barrier has been the amount of time between referrals being made and coming through on the system. We have experienced schools informing us they have referred a student and their referral has come through on the system months later and sometimes the referral is completed and comes through that day. This is a barrier due to the fact at times we're not aware referrals have been made and therefore these families are not being seen when they should along with the fact there have been times we have had to complete work and are not yet able to put in our case notes until it comes through on the system.</p> <p>A further barrier has been school's lack of knowledge around what attendance services provide, what we're here for and using our service as a threat to families when young people aren't coming to school. This has been a barrier due to the fact that schools then create an unrealistic expectation of what we do, how we do it and why we do it. The biggest concern when this occurs is that it can then make creating a relationship with the family and explaining how our service works significantly harder and then takes longer to gain positive outcomes.</p>	

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Half-yearly review Start of school term 1 to last day of school term 2	Final Report Start of school term 1 to last day of school term 4
<p>Following on from this a further barrier we have seen has been the breakdown in communication between schools and families. This is a significant barrier as it means the focus is taken away from the child or young person and their education and becomes about who's right or wrong in a situation where the young person is often being included in negative conversations about school and the teachers ect. Therefore making getting them to school more difficult.</p> <p>Something else we have seen as a significant barrier has been the aftereffects of the pandemic, lockdowns, mandates ect. This has had the biggest impact on attendance and education in many ways. For example, due to lockdowns and significant amounts of time off school it seems there has been a shift in the belief system that children and young people are expected to be at school full time. A further impact on this has been the introduction of mandates and mask wearing in schools, many families do not believe this is ok and are not comfortable sending their children. While education vaccine mandates are now gone this belief, fear and opinion is very evident. Furthermore, due to mandates (even while gone) the aftereffect on the education system has been extensive as schools are still currently needing to have days of learning from home each week for different year levels because of low staff numbers. This means not only has the belief system of there being no option rather to be in school however due to being told not to come to school often it is very difficult to explain to young people and families that they do in fact need to attend full time. Furthermore, the effects of the pandemic, lockdowns and covid has been that there has been a significant amount of sickness experienced</p>	

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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	Final Report Start of school term 1 to last day of school term 4
<p>nation-wide meaning families need to take significant amounts of time off school, this is creating low attendance however reasons for not being at school are justified.</p> <p>A further barrier has been having experiences where the people we're aiming to support are very hostile, whether this be because of relationship breakdowns with the schools or due to the fact they have certain beliefs about what attendance is. This is a barrier due to the fact it not only impacts on the people working in this space and aiming to support however it also makes it hard to build relationship and ensure families are getting what they need.</p> <p>On top of this a further barrier is the transience of some of the families we're aiming to work with and lack of or difficulty in gaining contact information. When it is hard to find or get in touch with families not only can we not provide them with the support they're needing, children are out of school for longer than what they should be but also it is difficult to meet KPI's and timeframes.</p>	
3. Describe enablers that have been encountered.	
<p>An enabler has been our team. This has been having the ability to not only have trained professionals completing the work, for example having a qualified social worker and youth coach on team. This has also been the fact that our team is made up of a male and a female, this has been very beneficial in having the ability to assess each file and make informed decisions about who may be the better fit for that family and therefore always ensuring best outcomes.</p>	

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Half-yearly review Start of school term 1 to last day of school term 2	Final Report Start of school term 1 to last day of school term 4
<p>A further enabler has been working with proactive parents who are putting their children's needs first and working with us. This means we're able to work faster, more effectively for the young people we're servicing and see more positive outcomes.</p> <p>Having positive and supportive relationships with schools in our district has also been a significant enabler in ensuring we have all the information, are working inclusively and gaining best outcomes.</p> <p>A further enabler has been having the ability to provide wrap around services through our organisation and having positive relationships with other organisations and professionals in our area. This has been an enabler due to the fact it helps address other issues that may be occurring aside from schooling, ensures families we're servicing are feeling supported and gives a higher chance for positive outcomes.</p> <p>A further enabler has been having knowledge of the education system and the process of how everything works. While we did not start with all of this as we have made these connections and gained more information it is clear the more information and knowledge gained around process the better outcomes you will see.</p>	
4. What issues and trends have arisen over the reporting period?	
<p>As stated above the most significant issue or trend seen while providing this service is covid and the pandemic. Not only has this created significant issues around sickness this year however due to covid we are seeing that families now have a lack of faith in the education system, what school is bringing/teaching their children and if they want to buy into this system. After this change to our lifestyle and</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

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

view on how things work we're also seeing parents expressing they do not feel the subjects/curriculum is teaching their children anything useful or worthwhile enough to buy into sending them to school. Furthermore, from above we're seeing schools experiencing a lack of resource and professionals to run schools at full capacity therefore those working in schools are expressing feeling more tired and burnt out. Due to this happening not only are parents losing faith in the education system however we're seeing teachers making poor decisions in how they're speaking to young people along with choice of wording and this is having an impact on how young people are feeling about being at school and how they're feeling about themselves, thus impacting on how parents feel further.

With this we're also seeing a significant increase in mental health concerns for parents and students. This is having a significant impact on children and young people getting to school. Not only is there a general increase in mental health concerns however there is also an increase in anxiety for both parents and young people surrounding covid, mandates and sickness ect.

A further Issue or trend we have noticed has been that when families are referred for attendance support there is often issues that stem further from school. There are significant amounts of poverty, issues paying for gas, food, housing, and general living costs along with school costs such as uniforms, school levy 's, stationary ect. These issues give a sense of significant overwhelm for parents.

Is anyone better off? Provider Summary Report - Narrative Report	
Half-yearly review Start of school term 1 to last day of school term 2	Final Report Start of school term 1 to last day of school term 4
<p>Furthermore, an issue or trend being seen is that when calls or visits are being made parents are overwhelmed with feelings of support as they're in need of support and have been waiting some time for it. Due to this there is a sense of hopelessness being seen over the whole district.</p> <p>Finally, another issue or trend that has been noticed has been instances where young people are seeming to have the power within their homes. In some cases, parents are feeling intimidated by their children in trying to get them to school. This is predominantly being seen in cases where young boys/men are being raised by their mum with no male role model in the home.</p>	
5. Describe proactive initiatives that you have undertaken.	
<p>Since gaining this contract we have worked in creating stronger relationships with schools in the area. In doing this we have creating regular meeting times with different schools to ensure relationship is maintained, all information is gathered and we're working collaboratively. As we develop our service, we aim to do this with more schools in the district.</p> <p>We are immersing ourselves into spaces we may not normally be involved in. For example a school in our district holds a class for Māori students every week where they are able to participate in cultural activities and practice Whanaungatanga. We are making visits to initiatives such as this one in order to have our faces be recognised in different settings, build relationship and break down barriers.</p>	

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Half-yearly review Start of school term 1 to last day of school term 2	Final Report Start of school term 1 to last day of school term 4
As we learn more and continue to work in this space we have plans to immerse ourselves and our faces into the community more effectively regarding attendance and building stronger relationships and a stronger presence.	
6. What changes to personnel and/or subcontractors engaged in the delivery of the Service have occurred?	
Due to the fact we work in an organisation where we can provide wrap around support we have not only been able to refer to other services very effectively but when referrals come through for young people we may already be working with or have relationship with we have been able to engage the most appropriate person for that client in order to gain best outcomes. For example if a young person is already engaging in mentoring or youth services and has built a relationship with the person working in that service we can use this person to support us to communicate with the client or be the middle person. Following on from this due to the fact we hold the Youth Services contract and have strong relationships with professionals in our area if a young person turns 16 and is not engaged in school they are able to be engaged in something else, depending on what they're interested in.	
7. How have you been able to encourage new schools to make referrals to your Attendance Service?	
We have done this by reaching out to schools and introducing the people working in this space along with providing an explanation of	

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Half-yearly review Start of school term 1 to last day of school term 2	Final Report Start of school term 1 to last day of school term 4
<p>what our role is. Meeting face to face and calling into schools regularly has proven to be effective in building and maintain relationships. Furthermore, from this we have had the ability to support schools in understanding that we cover Unjustified Absences and Non-Enrolled Students as this supports them to understand it is helpful if we have had some involvement regarding attendance before they are removed from the roll (in instances where this is possible). Moving into the second half of the year we will be reaching out to schools in the district we have not yet reached.</p>	
<p>8. How have you been able to give practical effect to the Ka Hikitia guidelines for Māori ākonga and the Action plan for Pacific Education for pacific learners?</p>	
<p>Practical effect we have given to this action plan has been ensuring our service is staffed diversly. Having not only gendered diversity but also cultural diversity within our team ensures families have the ability to engage with who works best for them.</p> <p>It is also promoting and supporting families to have their Tamariki participating in the education they value and knowing they have options about this, for example if mainstream schooling is not the best fit it may be supporting the family to find the best fit for their child that fit culturally better, for example Te Kura Correspondence school offers learning in Te Reo Maori.</p> <p>Furthermore, we ensure schools get the feedback from families and young people to ensure, where they can, that people are getting the experience and cultural awareness that is needed.</p>	

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Half-yearly review Start of school term 1 to last day of school term 2	Final Report Start of school term 1 to last day of school term 4
As stated above we are visiting spaces such as cultural classes where not only will the young people feel more comfortable in their space but we are able to gain further experience around what is working in these spaces and how it looks.	
9. Please attach two short case studies (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.	
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Half-yearly review Start of school term 1 to last day of school term 2	Final Report Start of school term 1 to last day of school term 4
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Half-yearly review Start of school term 1 to last day of school term 2	Final Report Start of school term 1 to last day of school term 4
9(2)(a)	
10. Any other key points from the reporting period? (optional)	

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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		Final Report Start of school term 1 to last day of school term 4		
Over this reporting period we have encountered many highlights, barriers and done a significant amount of learning. Moving forward into the second half of the year and with the knowledge we now have our plan is to reach out to more schools in the district in order to gain stronger relationships and ensure our service is made aware of. We will also be utilizing all the things we have learnt by putting these into practice, getting old referrals closed off, working to ensure a manageable case load and that we are meeting our KPI's more closely, and finally we will continue to grow and support the people in our district.				
11. Please list the local interagency groups your Service is a member of using the following format:				
Name of interagency group	Region covered	Members	Frequency of meetings	Are attendance issues always discussed at this meeting?

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

Please attach a cost breakdown for the Attendance Service for the school year with your final 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:

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August 2022

Final Report due date
At the end of the Agreement

Date: 10/08/2022

Name: 9(2)(a)

Position: Work Co-Ordinator

Signed:

Date:

Name:

Position:

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Document 10

Piki te Mauri Reflections / Lessons Learned

18th May 2022

Attendees: 9(2)(a)

This year is a learning year to implement Mauri Ora and take the opportunity to identify gaps

Areas	Challenges / Successes	Possible Solutions	Next Steps
Receiving referrals	<p>Successes</p> <ul style="list-style-type: none">• Kaimahi team lead has been checking each individual referral and clearing cases where child has already re-engaged. Only sending the cases to kaimahi that require engagement <p>Challenges</p> <ul style="list-style-type: none">• Have spent a lot of time tidying up old existing referrals• A lot of NE referrals that were found to have enrolled in other schools• Has been very admin heavy to start and delayed kaimahi being able to start engaging with whānau• Slow immigration checks	<ol style="list-style-type: none">1. MOE could have gone through the old existing cases and cleared the NE before handing over to TROTR2. MOE to filter cases thoroughly before sending to TROTR	
System set up and training	<p>Successes</p> <ul style="list-style-type: none">• Open communication between Kaimahi team lead and MOE to remedy IT issues <p>Challenges</p> <ul style="list-style-type: none">• Delays in Piki te Mauri team having the correct access• Training material not readily available	<ol style="list-style-type: none">3. Share with MOE	

<p>Piki te Mauri Information request form</p>	<p>Successes</p> <ul style="list-style-type: none"> • Some schools are embracing Mauri Ora <p>Challenges</p> <ul style="list-style-type: none"> • Identified many schools are not engaged enough with their whānau to complete the Mauri Ora areas of the form • Schools are referring as usual – without doing Mauri Ora with the whānau first. • Resistant to utilise Mauri Ora • Some whānau of other ethnicities are not responsive to the Mauri Ora model • Referring admin at schools have not received the form from their principals 	<p>4. Significant training in Mauri Ora required. This could be through Ūpane. ½ day course for schools to send 2 or 3 champions along</p>	
<p>Whānau Engagement</p>	<p>Successes</p> <ul style="list-style-type: none"> • Whānau response has mostly been positive – mainly Māori • Some schools are embracing Mauri Ora <p>Challenges</p> <ul style="list-style-type: none"> • Colleges seem to be less engaged with their whānau which is demonstrated when they do not fill out the information request from Piki te Mauri team • Primary schools and Intermediates are more engaged and know more about the taurira and their whānau • Whānau in the too hard basket – extremely disengaged 	<p>5. Taking the time with Whakawhānaungatanga is key to building relationships with taurira, whānau, school and any relevant agencies/organisations.</p> <p>6. Slowly build connections and trust before attendance issues</p> <p>7. Collaborate with difficult cases</p> <p>8. Identify and provide help with foundational support</p> <p>9. Be consistent</p> <p>10. Identify when whānau are in the right space to address attendance issues and build Mauri Ora plan with expectations</p> <p>11. Align with maramataka</p> <p>12. Sponsor a whanau day in schools to introduce ourselves – as a strengths</p>	

		based service approach for whānau to achieve	
School Engagement	<p>Successes</p> <ul style="list-style-type: none"> • In Colleges, the deans are responsive and know their year groups • In Primary, one primary school in Upper Hutt is highly engaged and only referring complex cases <p>Challenges</p> <ul style="list-style-type: none"> • Colleges seem to be less engaged with their whānau which is demonstrated when they do not fill out the information request from Piki te Mauri team • Some schools refuse to continue to accept re-enrolment of students • Principals not sharing our introduction/contact details with their staff • Communication within some schools i.e. one teacher had the medical cert for absence but hadn't shared it with admin 	<p>13. Understand the processes in the primary school in Upper Hutt are doing. Share with MOE</p> <p>14. Sponsor a whanau day in schools to introduce ourselves to whanau– as a strengths based service approach for whānau to achieve</p> <p>15. Be known in the schools i.e. team photos up and available, have a physical space on site, banners, part of school career evenings</p>	
Mauri Ora Model + Plan	<p>Successes</p> <ul style="list-style-type: none"> • Full MOE support • Has highlighted a gap in the engagement between schools and whānau. Potentially due to capacity, or lack of wholistic approach • Mauri Plan is a helpful tool to connect with whānau of varying cultural backgrounds <p>Challenges</p> <ul style="list-style-type: none"> • Iwi do not have capacity to provide training • Iwi are not funded to provide training to schools 	<p>16. Significant training in Mauri Ora required. This could be through Ūpane. ½ day course for schools to send 2 or 3 champions along</p> <p>17. Funding for iwi to provide a training service – future contract??</p> <p>18. Regular reflections of how the team are working with whānau using Mauri Ora</p> <p>19. Lessons learned each quarter</p> <p>20. Share and record case studies</p>	

Processes	<p>Successes</p> <ul style="list-style-type: none"> • Full MOE support • Has highlighted a gap in the engagement between schools and whānau. Potentially due to capacity, or lack of wholistic approach <p>Challenges</p> <ul style="list-style-type: none"> • Delay in receiving not enrolled referrals. By the time some schools refer, the taura has been absent from school for many months • Some schools not bothering to refer taura who are almost 16years – these Rangatahi are then lost 	<p>21. Understanding the referral process schools are supposed to follow</p> <p>22. Think of ways to engage taura who are almost 16years towards a form of education</p>	
Barriers	Kai, Uniform, Transport	<p>23. Pataka</p> <p>24. MSD/MOE</p> <p>25. Networks in the regions</p> <p>26. BACKSTOP – potential access to contract</p>	
Safety	<p>Challenges</p> <ul style="list-style-type: none"> • What to do when safety is compromised 	27.	

Future Lessons Learned Objectives:

- Identify what's missing
- Identify what needs changing
- Share what to do if you can't find a timely response to help a whānau when you find barriers and your networks are exhausted

DISCUSSION POINTS

*New models of delivery using new investment

*Gumboot Friday – the ability for iwi to have a sub contract arrangement for specialist services

Piki te Mauri Reflections / Lessons Learned

8th August 2022

Attendees: 9(2)(a)

This year is a learning year to implement Mauri Ora and take the opportunity to identify gaps

Areas	Challenges / Successes	Possible Solutions	Next Steps
Receiving referrals	<p>Successes</p> <ul style="list-style-type: none"> • Kaimahi team lead has been checking each individual referral and clearing cases where child has already re-engaged. Only sending the cases to kaimahi that require engagement • Connecting with MOE to form a process for overseas enrolments • MOE working with Piki team for old NE referrals • Receiving NE data from MOE and understanding it <p>Challenges</p> <ul style="list-style-type: none"> • Schools are not following process i.e. UA moving school or area • Slow immigration checks • Large volume of NE referrals • NE referral rather than UA first 	<ol style="list-style-type: none"> 1. Guidance for schools on process – MOE 2. Strong relationship with Piki te Mauri 3. MOE contact whānau to follow up overseas school enrolments 	
System set up and training	<p>Successes</p> <ul style="list-style-type: none"> • Open communication between Kaimahi team lead and MOE to remedy IT issues • Fortnightly ASA drop in sessions <p>Challenges</p>	<ol style="list-style-type: none"> 4. Strong relationship with MOE 	

	<ul style="list-style-type: none"> • None currently identified 		
Piki te Mauri Information request form	<p>Successes</p> <ul style="list-style-type: none"> • Piki team pushing back to the schools to engage the whānau and complete the form • Have started receiving the form before referral assigned in ASA. Schools being proactive. • Schools that we have a relationship with are attempting to engage with whānau first <p>Challenges</p> <ul style="list-style-type: none"> • Schools that are a bit reluctant to work with us are not referring • These schools are resistant to utilise Mauri Ora • Not completed for NE – schools check out 	5. Training for schools in Mauri Ora required. This could be through Ūpane. ½ day course for schools to send 2 or 3 champions along	MOE resource for schools to attend Upane Mauri Ora training session.
Whānau Engagement	<p>Successes</p> <ul style="list-style-type: none"> • Whānau response has mostly been positive to Mauri Ora model – mainly Māori • Some schools are embracing Mauri Ora • Schools are engaging more with whānau • Easier to engage with the whānau where we are part of the community <p>Challenges</p> <ul style="list-style-type: none"> • Is difficult to engage with the long-term NE referrals • Whānau in the too hard basket – extremely disengaged • Whānau who have already been dealing with attendance long term have accepted their child will not return to school • Home school application forms are not being completed 	<p>6. Taking the time with Whakawhānaungatanga is key to building relationships with tairā, whānau, school and any relevant agencies/organisations.</p> <p>7. Slowly build connections and trust before attendance issues</p> <p>8. Collaborate with difficult cases</p> <p>9. Identify and provide help with foundational support</p> <p>10. Be consistent</p> <p>11. Identify when whānau are in the right space to address attendance issues and build Mauri Ora plan with expectations</p> <p>12. Align with maramataka</p> <p>13. Sponsor a whānau day in schools to introduce ourselves – as a strengths</p>	

	<ul style="list-style-type: none"> • More difficult to engage with whānau where we are not part of the community 	based service approach for whānau to achieve	
School Engagement	<p>Successes</p> <ul style="list-style-type: none"> • Placing ourselves in the schools • In Colleges, the deans are responsive and know their year groups • Primary Schools are very engaged <p>Challenges</p> <ul style="list-style-type: none"> • Some schools refuse to accept re-enrolment of students • Comms with some schools has room for improvement • Staff away with covid, illness etc. – for schools, us, external providers • Schools having to change learning models i.e., home study days, reduced hours 	14.Sponsor a whanau day in schools to introduce ourselves to whanau– as a strengths based service approach for whānau to achieve	
Mauri Ora Model + Plan	<p>Successes</p> <ul style="list-style-type: none"> • Mauri Plan is a helpful tool to connect with whānau of varying cultural backgrounds • Provides a good support for our team to build relationship and conversations with whānau • Helps our team to keep engagement positive and strengths based <p>Challenges</p>	<p>15.Training in Mauri Ora required. This could be through Ūpane. ½ day course for schools to send 2 or 3 champions along</p> <p>16.Funding for iwi to provide a training service – future contract??</p> <p>17.Regular reflections of how the team are working with whānau using Mauri Ora</p> <p>18.Lessons learned each quarter</p> <p>19.Share and record case studies</p>	MOE resource for schools to attend Upane Mauri Ora training session.

	<ul style="list-style-type: none"> • Iwi do not have capacity to provide training • Iwi are not funded to provide training to schools • Highlights to our team the deficit perspective that students have experienced 		
Processes	<p>Successes</p> <ul style="list-style-type: none"> • Schools and our team understand our processes • Most schools and our team understand MOE processes • Building our community networks • Purposeful preparation for hui <p>Challenges</p> <ul style="list-style-type: none"> • Some schools not bothering to refer taura who are almost 16years – these Rangatahi are then lost 	20. Think of ways to engage taura who are almost 16years towards a form of education	
Barriers	<p>Kai, Uniform, Transport COVID General illness for taura, staff, schools, community</p>	<p>21. Pataka 22. MSD/MOE 23. Networks in the regions 24. BACKSTOP – potential access to contract</p>	<p>Create a form that enables kaimahi to access the support required.</p> <p>Budget allocation from contract to address mauri ora.</p>
Health & Safety	<p>Successes</p> <ul style="list-style-type: none"> • Dual/group visits when needed • Use calendar to record scheduled visits • Having resources available – go bag/masks etc. • Do not go into any situation that feels unsafe <p>Challenges</p> <ul style="list-style-type: none"> • COVID, illness 	25.	
Case Study	To be attached Case Study this month shared by 9(2)(a)	26.	

Future Lessons Learned Objectives:

- Identify what's missing
- Identify what needs changing

DISCUSSION POINTS

*New models of delivery using new investment

*Gumboot Friday – the ability for iwi to have a sub contract arrangement for specialist services

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Half-yearly and annual contract review template 2022

PAPAMOA SCHOOLS ATTENDANCE ADVISORY SERVICE			
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
1. How many? Number of schools in the Attendance Service catchment region		7	
How well? 1. KPI 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 2. KPI 2: Unjustified absence referrals are responded to within within 1 school day (8 ASA hours) of receipt 3. KPI 3a: Unjustified absences that are monitored within 22 school days – State 1 to State 2 KPI3b: Unjustified absences are closed within 20 school days - State 2 to State 2	9(2)(ba)(i)		

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PAPAMOA SCHOOLS ATTENDANCE ADVISORY SERVICE

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
4. KPI 4: Repeat Referrals – No more than 10% of students are referred more than two times in one school year	9(2)(ba)(i)		
5. KPI 5: Proportion of schools in the Attendance Service who have made an absence (UA) referral to the Attendance Service			

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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	Final Report Start of school term 1 to last day of school term 4
1. Describe some highlights from the period.	
Change of status of contract. Now operating independently in conjunction with cluster schools.	
2. Describe barriers that have been encountered.	
Covid legacy of at home learning and unreasonably condoning absence from school.	
3. Describe enablers that have been encountered.	
Capacity to appoint school student mentor/ASA. Ability to retain students beyond 21 day threshold.	
4. What issues and trends have arisen over the reporting period?	
Transience – a number of emergency (3 month) housing facilities in the catchment and implications for Te Kura enrolment, non - enrolment and tracing of students into permanent accommodation.	
5. Describe proactive initiatives that you have undertaken.	

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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	Final Report Start of school term 1 to last day of school term 4
In school mentoring of U/A's for interventions. Additional staffing to increase home visiting. Meetings with designated cluster school staff. Contingency funding for uniform. Stationery where necessary. Implementation of breakfast club an Kura Kai.	
6. What changes to personnel and/or subcontractors engaged in the delivery of the Service have occurred?	
Asa above. Mentoring a vital element of continual engagement. Mentor skilled in tikanga and te reo. Advisor has Pacific background.	
7. How have you been able to encourage new schools to make referrals to your Attendance Service?	
Proposal for mid year hui following publication of this report. Provision for relief funding where necessary. Future term x term hui.	
8. How have you been able to give practical effect to the Ka Hikitia guidelines for Māori ākonga and the Action plan for Pacific Education for pacific learners? (New)	
Proactive appointment of Maori and Pacifica staff.	
9. 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.	

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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	Final Report Start of school term 1 to last day of school term 4			
10. Any other key points from the reporting period? (optional)				
9(2)(a) 				
11. 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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Is anyone better off? Provider Summary Report - Narrative Report				
Half-yearly review Start of school term 1 to last day of school term 2			Final Report Start of school term 1 to last day of school term 4	
Tauranga Moana Community Action Group.	Tauranga east.	Police youth Aid; Public Health; MSD; Alternative Education providers; All constituent schools; Winz.	Two each term.	Yes – the main topic.

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 Pūtauaki ki Rangitāiki Attendance Service for the school year with your Final 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
August 2022

9(2)(a)

Signed:	
Date:	
Name:	
Position:	Attendance Advisor

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