

# Attendance and Curriculum Update May 2024

May 2024

# Minister Stanford's six priorities

---

- The Minister's six education priorities are:
  - Establishing a knowledge-rich curriculum grounded in the science of learning
  - Implementing evidence-based instruction in early literacy and mathematics
  - Implementing consistent modes of monitoring student progression and achievement
  - Developing the workforce of the future, including leadership development pathways
  - Targeting effective learning support interventions for students with additional needs
  - Using high-performing data and evidence to inform decision-making
- These priorities will underpin work programmes and decisions.



# Minister Seymour's priorities

---

- Minister Seymour is the lead minister for delivering the attendance target.
- To improve our attendance rates and reach this target, the Minister announced the attendance action plan.
- In addition to attendance, the Associate Minister has also signalled changes in other areas of his education portfolio:
  - Charter School | Kura Hourua
  - Early learning regulations



# Key priority areas include:



Improve data and  
build the knowledge  
base



Enhance local  
supports to schools  
and students



Change attitudes and  
behaviours about  
attendance



Strengthen  
accountability of  
parents and schools

## Some work is already underway:

- A daily attendance data dashboard has been published from the second week of Term 2, 2024
- Initial elements of a public awareness campaign to improve awareness of the importance of students attending school is being rolled out

## Other work is in development\*:

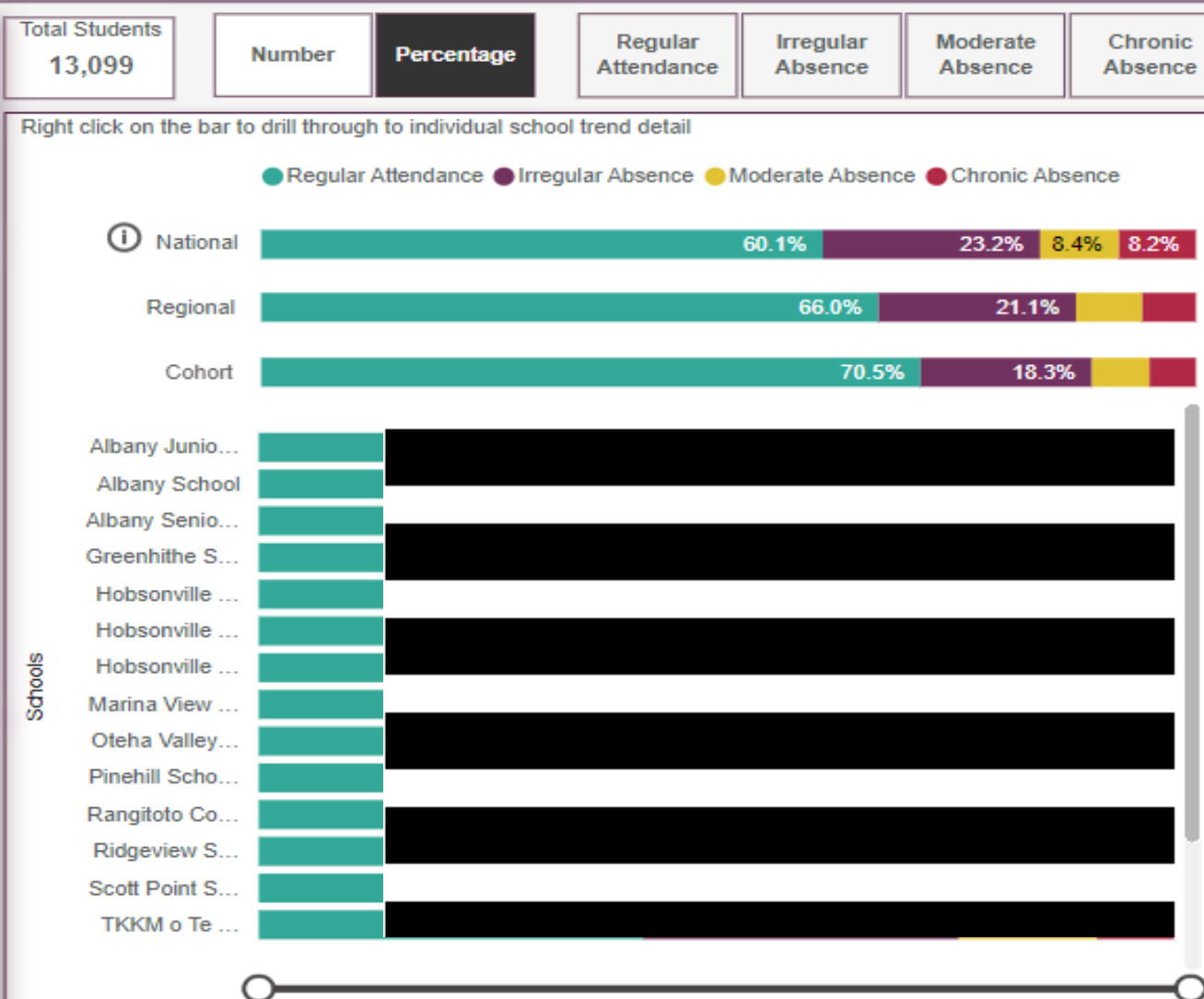
- Develop a Traffic Light System to set out the requirements and expectations for parents, schools, and the Ministry at different stages of a student's attendance, with clear expectations for when a student is not attending
- Use data more effectively to better understand attendance and absence, and making sure we have supports and interventions that lift attendance and reduce absence

# Tamaki Herenga Tangata attendance data by TLA

By Gender					
Gender	Regular Attendance	Irregular Absence	Moderate Absence	Chronic Absence	Total
F	69.8%	18.5%	6.7%	5.0%	100%
M	71.5%	18.2%	5.5%	4.8%	100%
O	35.1%	21.6%	18.9%	24.3%	100%
<b>Total</b>	<b>70.5%</b>	<b>18.3%</b>	<b>6.2%</b>	<b>5.0%</b>	<b>100%</b>

By Year Level					
Year Level	Regular Attendance	Irregular Absence	Moderate Absence	Chronic Absence	Total
1	76.1%	15.1%	4.6%	4.3%	100%
2	69.8%	17.5%	6.8%	5.9%	100%
3	71.6%	18.7%	4.8%	4.8%	100%
4	72.6%	17.4%	6.1%	3.9%	100%
5	75.0%	16.0%	4.9%	4.2%	100%
6	73.9%	17.1%	5.8%	3.2%	100%
7	77.3%	15.3%	3.9%	3.5%	100%
8	71.1%	18.6%	6.1%	4.2%	100%
9	78.6%	15.2%	3.5%	2.7%	100%
10	66.6%	20.0%	8.5%	4.9%	100%
11	69.4%	19.9%	5.8%	4.9%	100%
12	61.4%	23.1%	8.0%	7.5%	100%
13	60.0%	20.8%	9.9%	9.3%	100%
<b>Total</b>	<b>70.5%</b>	<b>18.3%</b>	<b>6.2%</b>	<b>5.0%</b>	<b>100%</b>

By Ethnicity					
Ethnicity	Regular Attendance	Irregular Absence	Moderate Absence	Chronic Absence	Total
Māori	56.8%	24.6%	9.6%	8.9%	100%
Pacific	58.4%	25.0%	9.3%	7.2%	100%
Asian	77.7%	13.9%	4.4%	4.0%	100%
MELAA	66.0%	20.4%	7.7%	5.9%	100%
Other	62.0%	27.3%	5.8%	5.0%	100%
European/ Pākehā	66.0%	21.6%	7.3%	5.1%	100%
<b>Total</b>	<b>70.5%</b>	<b>18.3%</b>	<b>6.2%</b>	<b>5.0%</b>	<b>100%</b>



# The Attendance Service THT

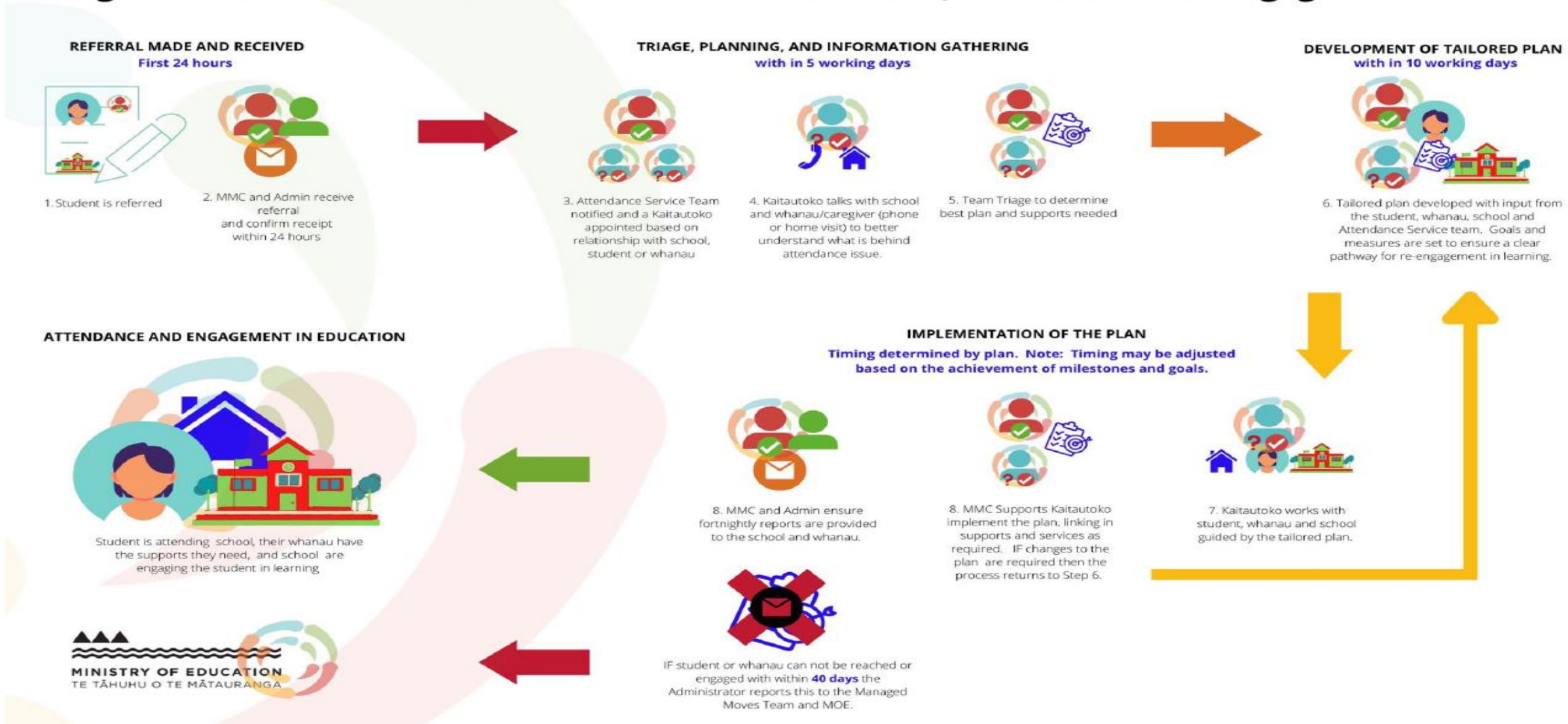
- Attendance and Engagement in Learning Strategy
- What we (collectively) did in THT
- Surveyed Principals
- Collaborative Plan
- Contracted Services – NAISSS and KCFT
- Trained Staff
- Established Governance Group
- Operationalized

# The Attendance Service THT



Te Poutāhū

## Managed Moves Model as an Attendance Service: Flowchart, From Referral to Engagement



# NAISSS & KCFT who, how, when

- Orewa College is the fund-holding school. KCFT and NAISSS operate independently under contract to Orewa College, with the Governance Group having overall responsibility. We work to get akonga back to school, or if they are attending irregularly, to get them to attend regularly. We receive two types of referral: 1. Unjustified absence (UA). This referral is made via ASA when the school has followed its own processes to the end and has not managed to get the young person back to school (the attendance rate is <70%). 2. Non-enrolled (NENS). When akonga have been unjustifiably absent for more than 20 consecutive days schools can make a non-enrolment notification. If a UA has been generated, talk first with the attendance service - there may be a plan in place or in the offing and it can seem punitive to remove them from the roll while this work is being done.
- The attendance services work to coordinate various services to reduce/eliminate the barriers for each non-attending akonga. They investigate the reasons behind the absence and try to deal with those in order to effect a meaningful and sustainable return to school. Our services understand that attendance is not only physical - there has to be buy-in for there to be real engagement in education. Note that addressing barriers often means helping to support families in various ways; it is not enough to deal with akonga in isolation.
- **Attendance Advisors:** These are the staff who actually work with school, whanau, akonga and many agencies in the community. They are also known as: Managed Moves Coordinators, Kaiwhakatere, Kaiawhina and sometimes Attendance Officers (They are not to be confused with the new, "Attendance Officer" positions which were established last year - those staff are working behind the scenes on some big projects to improve the attendance ecosystem - we call them "Attendance and Engagement Coordinators". North Auckland has two of these and they cover the entire region).

# NAISSS & KCFT - Data

- **Number of days Active NENS are open**
- The number of days a NENS is active has reduced Nationally by 16% over the last calendar year.
- In March of last year The North Shores number of days open for a NENS case was 339. Well above the National average.
- In the space of 12 months NAISS and Kaipatiki Trust have reduced that number to 24 days. A reduction of 93%
- 24 days is well below the National average.

## Active NENS

- The Number of Active NENS has decreased 31% Nationally.
- In North Auckland the number of active NENS has reduced from 432 to 150.
- An overall reduction of 66%.
- More than double the National average.

# NEN Trend

Last refresh:  
18/03/2024 9:10:08 a.m.

Year-Month

Multiple selections

Provider region

All

Service provider

All

Age at Referral

All

Referrer school region, MIS region

All

Referrer school

All

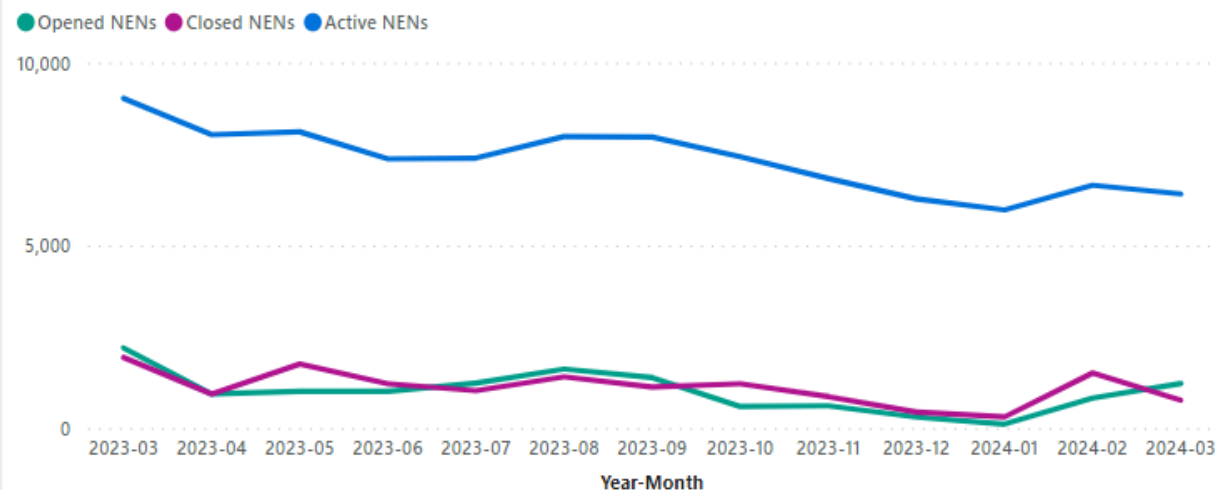
Ethnicity (total response)

All

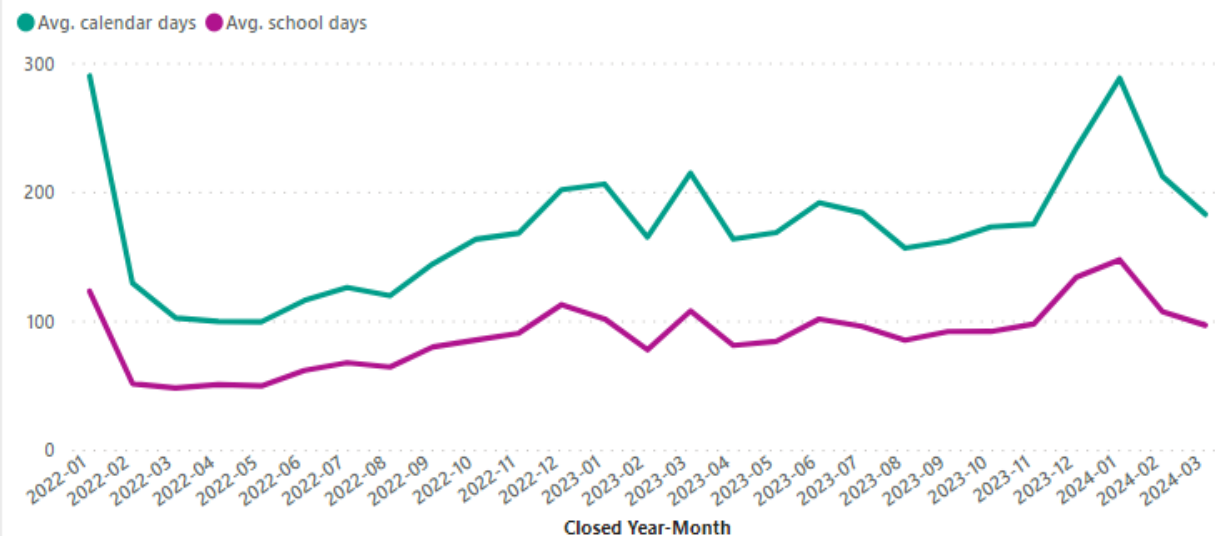
Gender

All

How many NENs were opened, closed, and active during each month?



For cases closed each month, what was the average number of days that they were open for?



Year-Month	Opened NENs	Closed NENs	Active NENs
2023-03	2,192	1,933	9,024
2023-04	937	925	8,030
2023-05	1,003	1,752	8,109
2023-06	1,009	1,212	7,369
2023-07	1,231	1,024	7,390
2023-08	1,614	1,401	7,981
2023-09	1,383	1,128	7,966
2023-10	590	1,215	7,431
2023-11	611	861	6,830
2023-12	301	441	6,272
2024-01	108	311	5,970
2024-02			
2024-03			
Total	13,022	14,473	

Year-Month	Avg. calendar days	Avg. school days
2022-01	290	123
2022-02	129	51
2022-03	102	48
2022-04	100	50
2022-05	99	49
2022-06	116	61
2022-07	126	67
2022-08	119	64
2022-09	144	80
2022-10	163	85
2022-11	168	90
2022-12	202	112
2023-01		
2023-02		
2023-03		
2023-04		
2023-05		
2023-06		
2023-07		
2023-08		
2023-09		
2023-10		
2023-11		
2023-12		
2024-01		
2024-02		
2024-03		
Total	160	83

## Year-Month

Multiple selections

## Provider region

Tāmaki Herenga Tāngata

## Service provider

Multiple selections

Search

- ☐ New Zealand Blue Light Ventures
- ☐ Ngāti Kahungunu Wairoa Taiwhenua Inc...
- ☐ Ngati Rehia AS
- ☐ Ngatiwai Trust AS
- ☐ Opunake School AS
- ☒ Orewa College AS 1 (Auckland North)
- ☒ Orewa College AS 2 (Devonport-Takapuna)
- ☐ Otago Youth Wellness Trust

## Referer school

All

## Ethnicity (total response)

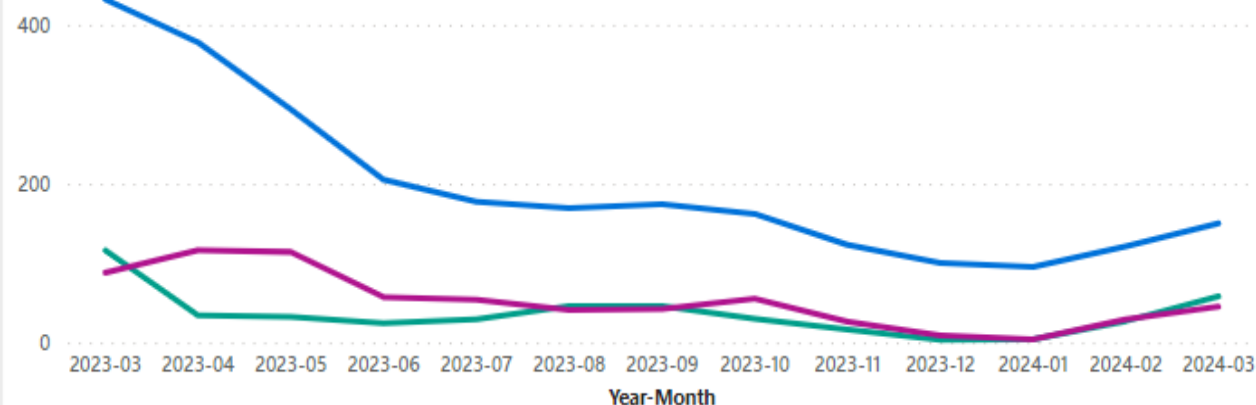
All

## Gender

All

## How many NENs were opened, closed, and active during each month?

● Opened NENs ● Closed NENs ● Active NENs



## For cases closed each month, what was the average number of days that they were open for?

● Avg. calendar days ● Avg. school days



Year-Month	Opened NENs	Closed NENs	Active NENs
2023-03	116	88	432
2023-04	34	116	378
2023-05	32	114	294
2023-06	24	57	205
2023-07	29	54	177
2023-08	46	41	169
2023-09	46	42	174
2023-10	30	55	162
2023-11	16	26	123
2023-12	3	9	100
2024-01	4	4	95
2024-02			
2024-03			
Total	465	680	121

Year-Month	Avg. calendar days	Avg. school days
2022-01	363	132
2022-02	172	62
2022-03	56	28
2022-04	79	37
2022-05	78	38
2022-06	219	99
2022-07	140	76
2022-08	133	68
2022-09	294	146
2022-10	258	131
2022-11	416	207
2022-12	301	158
2023-01	239	112
2023-02	200	98
2023-03		
2023-04		
2023-05		
2023-06		
2023-07		
2023-08		
2023-09		
2023-10		
2023-11		
2023-12		
2024-01		
2024-02		
2024-03		
Total	200	98

# Integrated Actions and Activities

## WOYCPAEP

**Whangaparāoa and Ōrewa Community Youth Crime Prevention and Attendance and Engagement Project.**

A multi-agency pro-active approach to intervene early with approximately 80 'At-Risk students' who are in Years 7 and 8 with Learning Support needs and identified as becoming

- disengaged from education
- becoming a youth offender
- recidivist youth offenders.

## Younger Provision

**An opportunity to trial an "in-school" Alternative Education provision for younger students in order to prevent exclusions.**

NAISSS via Orewa College have been contracted to provide a Managed Moves Co-ordinator and Kaitoutoko to provide targeted support for the identified Akonga from Term 2, 2024 until the end of the financial year 2025.

This will require a wide scope of practice but be entirely "in-school" focused.

## [The scariest driver of school non-attendance: more parents who just don't care | RNZ News](#)

- “Awareness was not the issue - parents knew attendance rates had gone down. The problem was: they didn't care.” - Sally Burtonshaw, an associate director at UK public policy agency Public First.

It was clear what doesn't work

- "Punitive approaches to attendance problems are ineffective at best, and counterproductive at worst,"
- Likewise, reward systems only have a surface-level impact, she says. "If you have a child who is experiencing some sort of adversity at home, offering an ice-cream on Friday is not going to address those deeper issues."  
- Kirsten Hancock, an education researcher at The Smith Family charitable trust

# School Alert System

Alerting you when a student has been exposed to a high-risk family harm event.

Initiated as a partnership between NSPA, NZ Police and the Ministry of Education.

There are currently 86 Schools / Kura engaged in this initiative across the North Shore and Rodney, Auckland.

Participation requires the return of the Information and Privacy agreement enabling us to share information under Section 20 of the Children's Act.

We have received 303 notifications of students in your Schools / Kura who have been exposed to high-risk family harm events this year. Of these 18 Students have been identified as being exposed to more than one event.

This initiative has been running in West Auckland since August 2022 with 1204 notifications received (274 this year).

A very high-level analysis of these notifications shows no exclusions proximal to the schools receiving a notification.

NOTE: we do not hold any additional information about the incident or outcome. Use your CPP.

**Te Mahau** – Tamaki Herenga Tangata (North and West Auckland)

Service Manager – areas.

Chris Tutty - Devonport / Takapuna / Northcote / Birkenhead

Nadine Ballam – Beach Haven / Glenfield / Wairau / Lower Bays

Shanley Gamble – Coatesville / Greenhithe / Albany / Upper Bays

Jacinda Wilson – Orewa / Hibiscus Coast / Dairy Flat / Wainui

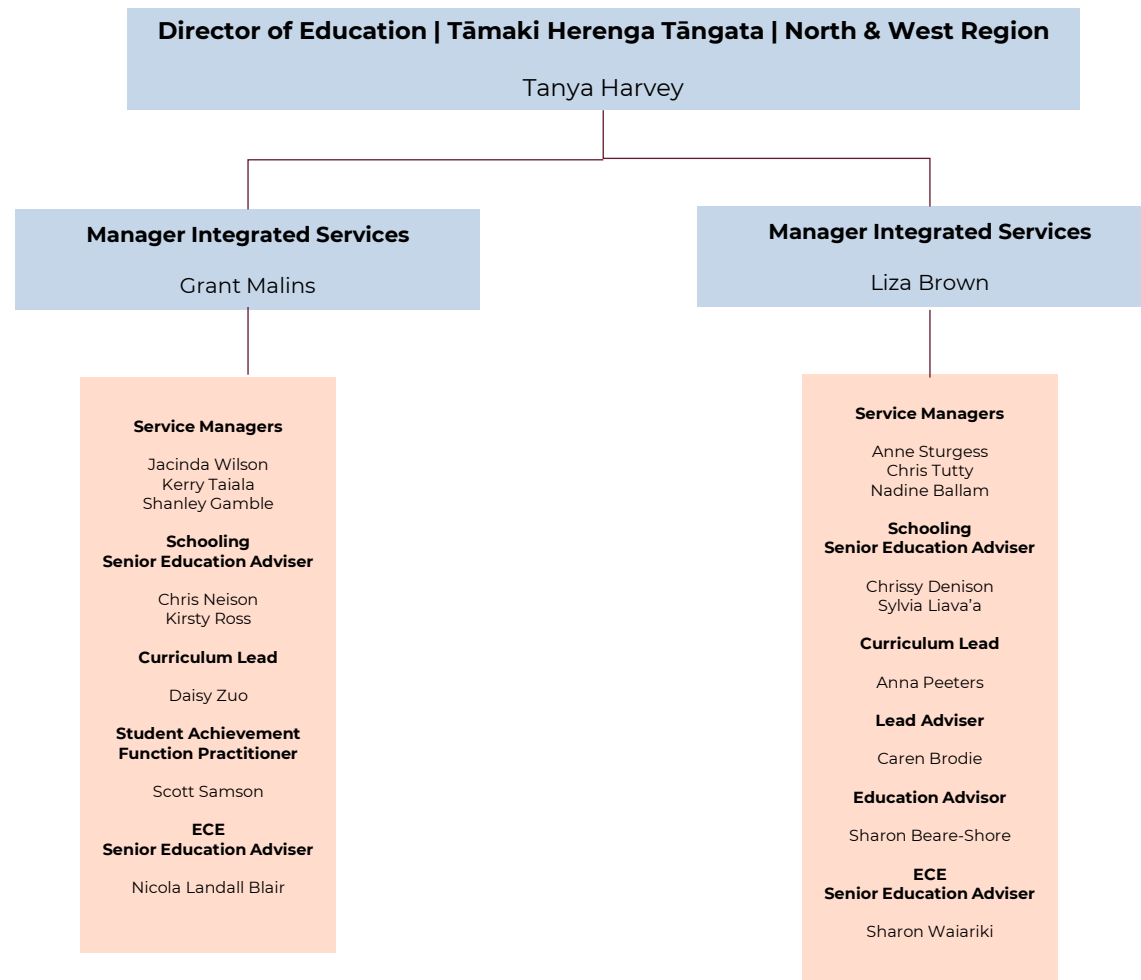
Kerry Taiala – Mahurāngi / Warkworth / Wellsford

Albany Office – 094871100

Email: [firstname.surname@education.govt.nz](mailto:firstname.surname@education.govt.nz)



# Tāmaki Herenga Tāngata | North & West



Learning support is available in your local early childhood centre or school. It is provided to support students, educators families and whānau in a range of different ways.

Services Provided include -

[Attendance services](#)

[Alternative education provision — TKI\(external link\)](#)

[Behaviour services to help schools and students](#)

[Services and programmes – Blind and Low Vision Education Network NZ\(external link\)](#)

[Supporting students with speech, language and communication needs](#)

[Supporting children who are deaf or hard of hearing](#)

[Early interventions services](#)

[In-class support funding](#)

[Physical Disability Service](#)

[Positive Behaviour for Learning \(PB4L\) – TKI\(external link\)](#)

[Resource teachers learning and behaviour \(RTLb\)](#)

[Resource teachers literacy \(RTLit\) – TKI\(external link\)](#)

[Ongoing resourcing scheme \(ORS\)](#)

[Specialist teacher outreach service](#)

[School High Health Needs Fund](#)

[Te Kahu Tōi, Intensive Wraparound Service](#)

## Programmes for Parents and Educators

- [Programmes – Autism NZ\(external link\)](#)
- [The Incredible Years programme \(for parents\) – TKI\(external link\)](#)
- [The Incredible Years programme \(for teachers\) – TKI\(external link\)](#)
- [The Incredible Years autism programme \(for parents\) – TKI\(external link\)](#)
- [The Incredible Years autism programme \(for teachers\) – TKI\(external link\)](#)
- [PB4L school-wide – TKI](#)

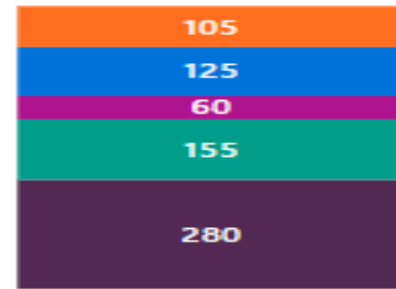
Traumatic Incidents - Phone our Traumatic Incident team if your early childhood service or school needs support to manage an incident or crisis.

[0800 848 326](tel:0800848326)

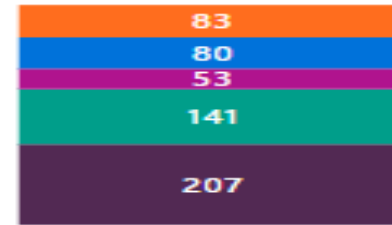
# Learning Support – Active cases



## MIS team

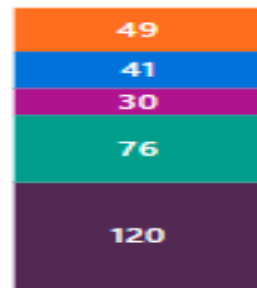


MIS Staff North West 3 Team

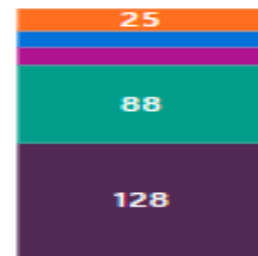


MIS Staff North West 4 Team

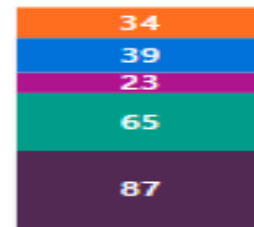
## Service Manager team



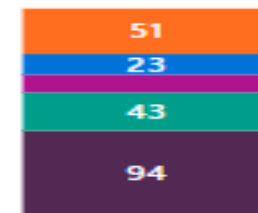
North West 4.2 Team



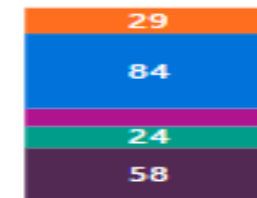
North West 3.2 Team



North West 4.1 Team



North West 3.1 Team



North West 3.3 Team

# Make a referral

[Albany Learning Support Request Form](#)

# Work continues to lift attendance and achievement

---

Following the implementation of the 100-day initiatives, the Government is now focusing on their [second quarter action plan](#) to rebuild the economy, restore law and order, and improve public services.

As part of this, the Prime Minister announced the government targets for public services.

This includes two targets specific to education:

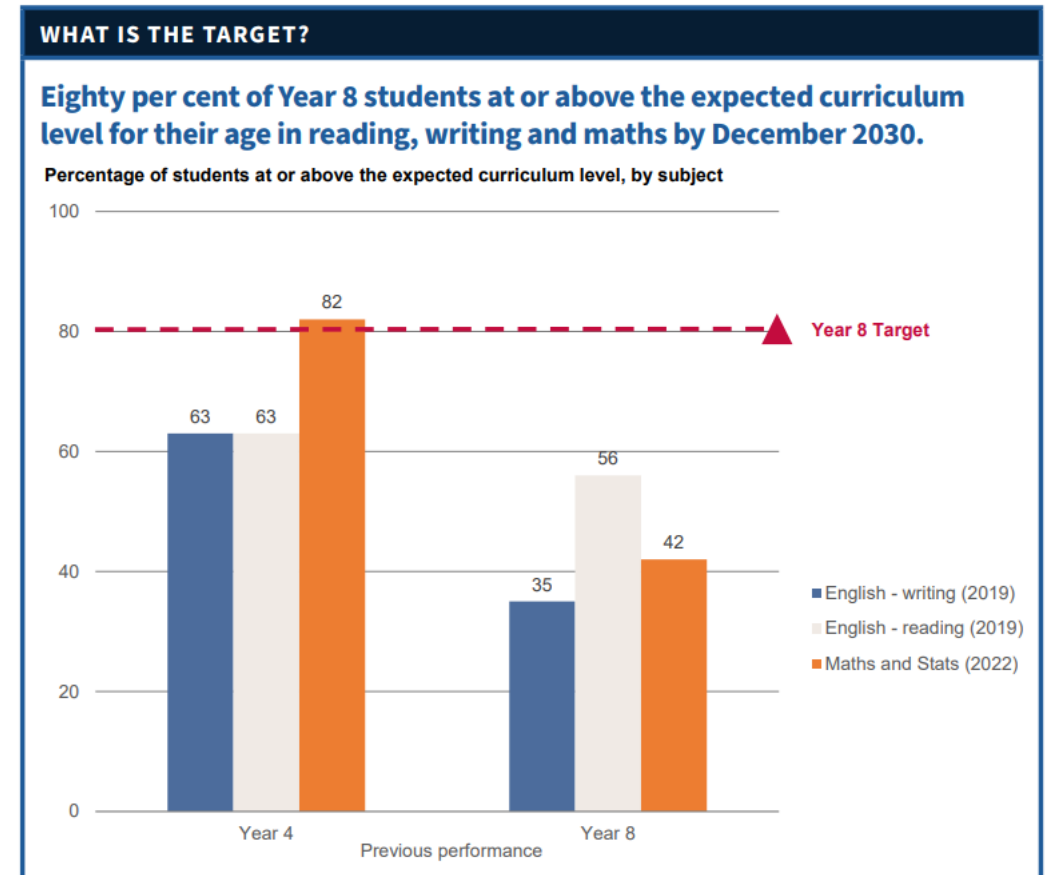
- Achievement target - 80 percent of Year 8 students at or above the expected curriculum level for their age in reading, writing and maths by December 2030.
- Attendance target - 80 percent of students to be present for more than 90 percent of the term by 2030.



# Government's achievement target

**“More students at expected curriculum levels: 80 percent of Year 8 students at or above the expected curriculum level for their age in reading, writing and maths by December 2030.”**

- The Minister has been clear about her focus on lifting reading, writing and maths achievement.
- The New Zealand Curriculum Refresh and the work programmes underway in the curriculum space will contribute to achieving this target.
- More information about the achievement target is available on the DPMC website: [Factsheet - Target 7 - More students at expected curriculum levels - 8 April 2024 \(dpmc.govt.nz\)](#)



# The 'hour a day' policy

- Learning to read, write, and do maths is critically important.
- Progress improves when a high-quality curriculum is coupled with daily teaching using evidence-informed teaching practices.
- New learning should be taught explicitly and intentionally.
- Schools and kura can manage the average amount of teaching for these skills across the week.
- Special events are good for students and are excluded from the 'hour a day' policy.

# New Zealand Curriculum

- The New Zealand Curriculum is being updated so that all students are taught the same quality, knowledge-rich curriculum, no matter where they live. The curriculum will provide clear and detailed guidance to teachers, school leaders, parents and guardians.
- The NZ Curriculum will be grounded in the science of learning, and will support evidence-based instruction in early literacy and mathematics.
  - The critical knowledge, skills and practices that all students need to progress and achieve will be described for teachers.
  - Timelines for when schools will need to teach the updated curriculum will be provided later this term.
  - We will keep you informed about changes, and what you need to do and when



# Structured Literacy approach

## It includes:

- Explicit, systematic, and sequential teaching of literacy at multiple levels – phonemes, letter–sound relationships, syllable patterns, morphemes, vocabulary, sentence structure, paragraph structure, and text structure.
- Cumulative practice and ongoing review.
- The use of resources such as decodable texts and soundcards.
- A high level of student–teacher interaction.
- Prompts and feedback.



# Supports for teachers

- Budget 2024 includes:
  - New funding for PLD in structured teaching approaches over the next four years.
  - Funding to support schools in purchasing classroom resources.
  - Funding for online supports, administration and evaluation.
- New PLD will initially be available to year 0-3 teachers in state and state integrated schools and kura.
- This PLD will begin with those who have not yet had any training in structured literacy approaches, and then extend to year 4-6 teachers.
- Te Poutāhū will first work with te reo matatini experts to define and develop supports for a structured teaching approach for those learning through te reo Māori.
- Delivery of Structured Literacy Approaches PLD and te reo matatini PLD will begin in Term 3.

# What's expected to happen in schools?

## Online resources:

- Guidance on combined reading and writing time (ie. 2 hours a day on average) for English Medium and Māori Medium
- Information for parents and whānau that schools can copy and paste into newsletters.

## Working with Takiwā:

- Working with Curriculum Leads at their CoP sessions (late January)
- Working with the Leadership Advisors (early February)

# Whats next and where to from here?



We **shape** an **education** system that delivers  
**equitable** and **excellent outcomes**

He mea **tārai** e mātou te **mātauranga**  
kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**

[temahau.govt.nz](http://temahau.govt.nz)

[education.govt.nz](http://education.govt.nz)



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



**Te Kāwanatanga  
o Aotearoa**  
New Zealand Government