

## OUR REQUIREMENTS



We're seeking to reduce the number of chronically absent students in years 1-11 and non-enrolled young people aged up to 16 years across New Zealand and we'd like to invite you to join us.

There are a number of requirements which we want to make sure you know about. These are the key areas we are considering to meet our goal.

Want more details? Over the next few pages, we have provided a brief run down on our plans and how you can get involved.

If you have any questions, please contact us  
[attendance.service.procurement@education.govt.nz](mailto:attendance.service.procurement@education.govt.nz)

IMPORTANT: THIS DOCUMENT IS **PART THREE** OF THE RFP INFORMATION PACK.

There are five parts and two Appendices in total.

Please ensure you read/have understood all parts before submitting your response.

## Our Goal

### Reduce chronic absence and non-enrolment levels of year 1-11 students across New Zealand.

New Zealand has an attendance crisis. High levels of absence from school have a direct correlation to poorer life outcomes.

In 2024, Education Review Office (ERO) completed a report on attendance services<sup>1</sup>. They concluded that the system that is set up to get these students back to school is not effective and that it needs substantial reform. They also stated that it will take parents and whānau, schools and Government agencies all working together to fix it.

Attendance services are currently variable across the country, and do not consistently achieve improvements in student attendance. Many are under-resourced, and some cannot meet current demand. Current services are not well supported by the Ministry and expectations are not clear. As a result, not all schools are actively engaged with their local attendance services.

Schools are expected to address poor attendance by students enrolled in their school. [The Stepped Attendance Response \(STAR\)](#) framework clearly sets out the roles, responsibilities and types of interventions that can be applied at different levels of absence.

Students who are chronically absent (that is, attend school 70% or less of the term) or who are non-enrolled (those who were, and still should be enrolled at school, but are not currently enrolled in any school) frequently need additional support to identify and address the barriers contributing to their poor attendance.

Under STAR, students who are chronically absent are considered to be of serious concern and are described as having 15 days or more of absence in a school term.

The overhaul of attendance services is designed to address these issues.

### The new Attendance Services Model

Under the new model, schools can refer more chronically absent students to Attendance Service providers for additional support. Schools with the highest numbers of chronically absent students will also be eligible to apply for additional funding to provide some of this support themselves. All non-enrolled students will be referred to an Attendance Service provider.

From the start of 2026, attendance services will include:

- Comprehensive services for chronically absent and non-enrolled students delivered via new Attendance Service contracts throughout the country.

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<sup>1</sup>[Left behind: How do we get our chronically absent students back to school?](#)

- A scheme that enables some schools to be funded to deliver in-school provision for some chronically absent students (separate to this RFA).

## What are our high-level requirements?

Under the new contracts, Attendance Service providers will be funded to deliver a comprehensive range of services to all schools and eligible students within a defined catchment area. The scope of services includes:

- Case management services for eligible students.
- Identifying barriers to attendance and putting in place enduring solutions.
- Addressing unmet basic needs that are impacting on a student's attendance.
- Establishing and maintaining strong local relationships including with schools, students and their whānau, other social agencies, and iwi.

- Working closely with local interagency forums to ensure that students get the appropriate support they need Providing targeted attendance advice and support to local schools.

The expectations of providers will be clear, and strong monitoring and contract management practices will ensure these expectations are met. Contracts will include clear service specifications, appropriate KPIs and reporting requirements, and relevant standard terms and conditions. They will be the same for all providers.

# What are our detailed requirements?

This section is for providers to better understand our full requirements.

We recommend reviewing this section and ensuring a thorough understanding of these requirements before preparing your proposal.

The table below provides a description of each requirement. In some cases, a list of services is included to provide clarity and scope. This lists of services are not intended to be exhaustive but are included to aid understanding of what is required.

Draft service levels are included to provide guidance on the Ministry’s expectations and assist you in planning your proposed approach to delivering the services, including the capability and capacity needed to meet these requirements.

The full service specification, including draft service levels, KPIs, and reporting requirements will be detailed in the draft contract (to be released 7 July 2025).

Attendance Services Provider Requirements – Service Coverage	
Schools and Kura	<p>The provider must be able to deliver the full range of attendance services to all schools and kura included within an individual catchment. Case management services must be provided to all students referred in accordance with the relevant referral criteria (see section on casework for more details).</p> <p>Funding has taken the impacts of rural isolation into account, and services must be available for schools or students in isolated geographical locations. Flexible and innovative ways of delivering these services are encouraged, subject to them meeting the needs of those schools and students and having a positive impact on improving attendance.</p> <p>Within each catchment, services will be provided to all referred chronically absent students. This will include students learning in and through te reo Māori in English medium schools (eg bilingual units, immersion classes and rumaki reo rua). It may also include students attending Kaupapa Māori and Māori Medium kura, and students who are learning through Te Kura (Correspondence School), subject to final decisions about how best to support these students. When working with students learning in Kaupapa Māori and Māori Medium kura, providers will deliver services that are consistent with the underpinning philosophy of those kura.</p>

Attendance Services Provider Requirements – Service Coverage	
	Within each catchment, services will be provided to all referred non-enrolled students. This includes students from all previous learning environments (including schools, kura, Te Kura).
Students	<p>Providers will deliver services to all referred chronically absent or non-enrolled students aged 5 – 16. This is primarily students in Years 1 – 11, although there may be some exceptions (for example 15-year-old students in Year 12, or students at risk of leaving school with no qualifications). Included are students enrolled in a school but learning in a different environment (e.g. Alternative Education).</p> <p>Chronically absent students are those who have attended school 70% or less of a term (equivalent to missing 15 days during a term). Non-enrolled students are those who were and should still be enrolled in a school, but who are not currently enrolled in any school.</p> <p>It may be necessary to adjust service delivery based on changes in referred chronic absence and non-enrolled student numbers. Note that:</p> <ul style="list-style-type: none"> <li>• If referral volumes are significantly higher than expected, innovative approaches to managing such increases will be supported subject to meeting needs and demonstrating impact on attendance. The operation of waiting lists will not be considered an acceptable way of managing increasing volumes, except for very short-term peaks in referrals. If volumes cannot be managed, the provider must discuss the issue with the Ministry to develop and implement an agreed approach.</li> <li>• If chronic absence volumes are significantly lower than expected, providers will be expected to work with the Ministry and schools to ensure that chronic absence is being appropriately referred to the attendance service, and that there are no gaps in service provision or identifying students who would benefit from referral.</li> <li>• Other adjustments to service delivery, such as more intensive casework with those students who have been referred, or liaising with schools to deliver initiatives to reduce chronic absence in identified cohorts, will be supported subject to demonstrating impact on attendance.</li> </ul>
Cultural capability	Providers must provide services to and engage with all referred students and their families / caregivers from all backgrounds and communities. This includes, but is not limited to, being aware of and able to appropriately and meaningfully engage with, ethnic, religious, socio-economic and other communities within the catchment.

### Attendance Services Provider Requirements – Service Coverage

Working with Māori and Pacific students	<p>Māori and Pacific students are over-represented in both chronic absence and non-enrolment figures throughout the country. A key requirement of all providers will therefore be to meet the needs of Māori and Pacific students and their whānau.</p> <p>This includes the ability to communicate in te reo Māori, to deliver services that are based on principles of te ao Māori, and to work collaboratively with whānau, hapu and iwi. Providers will use and understand key frameworks and strategies such as Ka Hikitia, Ka Hāpaitia and Tau Mai te Reo. Providers will also engage with local iwi and Māori organisations to fully support these students.</p> <p>Providers will understand and use Pacific frameworks and strategies such as the Action Plan for Pacific Education and Tapasā. They will also engage with local Pacific organisations and networks to fully support Pacific students and their families.</p>
Relationships and networks	<p>Providers must establish strong, local, culturally responsive, and trusted relationships with all stakeholders within the catchment. This includes schools, Ministry of Education regional staff, other education providers, other government agencies, iwi organisation, and community groups with an interest in attendance.</p> <p>Relationships with schools are essential to ensure they refer chronically absent students appropriately, and that they work collaboratively with providers to ensure students receive a seamless experience of support as they increase their attendance.</p> <p>Awareness of the roles and capacity of other providers (e.g. education providers, other government agencies, NGOs and iwi organizations), and relationships with those providers, are essential to ensure that referred students gain access to the services and supports they need.</p> <p>Engagement with local iwi and community organisations, particularly those representing or working with specific communities (such as Pacific, migrant and refugee, or LGBTQIA+ communities) is essential to ensure that appropriate engagement and support is achieved.</p>

### Attendance Services Provider Requirements – Case Management

Key features	Providers must provide appropriate support to each referred student, and record all action taken in the Case Management System to be provided by the Ministry. Providing this support is a key priority for the service and should take precedence if resources are constrained.
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## Attendance Services Provider Requirements – Case Management

	<p>Key case management features include:</p> <ul style="list-style-type: none"> <li>• Assessing and accepting appropriate referrals</li> <li>• Collaborating with schools to understand what they already know, and have done, to address the low attendance levels of chronically absent students referred from their school, and of students who were previously enrolled in their school and have been referred as non-enrolled.</li> <li>• Engaging directly with referred students and their family / caregivers to understand why the student is not attending school (barriers) and to identify what changes or supports are needed to increase school attendance or active engagement in an alternative education or training pathway (assessment tools will be developed by the Ministry).</li> <li>• Developing an attendance improvement plan for each student, which is agreed by all parties (the student, their caregiver(s) and the school). This plan will build on any plan already put in place by the school and will be made available to the school throughout and at the end of the case management period. The plan may include broader objectives for the student, for example to address their wellbeing or aspirations, that are related to their attendance and engagement in education. The plan may include a gradual return to school / increase in attendance.</li> <li>• Supporting implementation of the plan, including referrals to other services and government agencies where appropriate, and collaborating with the school to make changes as required.</li> <li>• Monitoring progress against the plan by all parties, taking timely and proactive steps when outcomes are not being achieved, and identifying any additional support that may be required.</li> <li>• Closing the case in accordance with criteria to be developed by the Ministry and ensuring completion of records in the Case Management System.</li> </ul>
Referrals	<p>Providers must deliver services to all students referred in accordance with referral criteria to be developed by the Ministry. Students who do not meet these criteria may be accepted under some circumstances, for example, to enable the provider to work with all school-aged siblings in a single whānau.</p> <p>Schools can refer chronically absent students who meet the criteria to their local provider. Nationally, Attendance Services are being funded to work with up to around 35% of students in Year 1-11 who are chronically absent for at least one term during a school year. Current services work with around 15% of these students (2024 volumes).</p>

Attendance Services Provider Requirements – Case Management	
	<p>The Ministry will refer all eligible non-enrolled students to the provider serving the catchment in which the student lives. If contact details are found not to be up to date, the provider will work with the Ministry and other agencies to try to establish contact with the student and their caregiver(s).</p> <p>All referrals will be managed through the Case Management System.</p>
Identifying the needs of referred students (key barriers to attendance)	<p>Providers must work with each student and their caregiver(s) to understand why they are not attending school (what are the key barriers to attendance). Assessment tools will be developed by the Ministry to support this. Identified barriers will be recorded in the Case Management System.</p> <p>The nature and complexity of barriers to attendance will vary significantly between students, and some may be of a personal or sensitive nature. Providers must be able to gain the trust of the students and their caregiver(s) and to respond appropriately to any information that is disclosed. The Case Management System will support the appropriate handling of sensitive information.</p> <p>Note that ERO found that different parties (student, caregiver, school, AS provider) can all have different views of what these key barriers are, and therefore what actions should be taken to address them.</p>
Meeting the needs of referred students	<p>Providers must work with the student, caregiver and school to develop an agreed plan for how to address the identified barriers. The plan may include actions to be taken by any or all parties or by the provider. When a student or their caregiver is already engaged with other agencies, this involvement must be considered in the planning of additional support.</p> <p>The plan, and all actions taken to implement it, will be recorded in the Case Management System. This will include information about referrals to other services and agencies, and the outcome of each referral (such as, was the referral accepted, did the student receive appropriate support).</p> <p>Implementation of the plan will be monitored by the provider. For chronic absence referrals the plan will also be visible to the referring school, and for non-enrolled students the plan will be visible to the new school when the student re-enrols.</p>
Transferring students to another provider	<p>When a student is known to have moved to a new catchment the current provider must coordinate with the new provider to ensure a smooth transfer of the student's case. This allows the new provider to build on existing knowledge. The Case Management System will facilitate this process.</p>



## Attendance Services Provider Requirements – Case Management

Tracing students with no current contact details	Providers will make all reasonable efforts to locate and engage with students thought to be in the catchment, but with no current contact details. This will include using local networks and relationship with community organisations and government agencies. The Ministry will support this activity at the national level and is improving its information sharing agreements with other agencies to support this. The case management system will support the identification of these students, so that volumes and what works to find them can be monitored and analysed.
Escalation	<p>In situations where a student or their caregiver refuses to engage in solutions, escalation or enforcement action may be required. In these situations, the provider will liaise with the school and the Ministry to determine next steps.</p> <p>This may, in some situations, include the provision of information that will be used in evidence to support enforcement action, including prosecutions.</p>
Closing cases	<p>Providers will close cases in accordance with criteria to be developed by the Ministry.</p> <p>It is anticipated that cases will remain active until all agreed implementation actions have been taken and will remain open (under monitoring arrangements) until the provider is confident and has evidence that the student's attendance is improving in accordance with the plan and that this has been documented.</p> <p>There will be a period during which the school will be able to quickly refer the student back to the provider if implementation of the student attendance plan does not progress as planned, and the case will be re-opened. After this period, the case will be fully closed, and a new referral will be made if the student's attendance drops significantly. Previous case notes will be available for reference.</p>
Recording information	<p>Providers will record all information about referred students in the Case Management System to be supplied by the Ministry. The system will be designed to make it as easy as possible to enter, retrieve and analyse information.</p> <p>No personal information about students, or actions taken in respect of those students, may be recorded or held in other systems managed by the provider unless explicitly authorised by the Ministry.</p> <p>The Ministry aims to develop a detailed understanding of the needs of students receiving support, the nature and complexity of services provided, and the strategies that effectively improve attendance. To this end, providers will be required to record detailed information about their activities. This includes the time spent on case management for each referred student, as well as the actions taken and why. The data collected will inform future service design and funding decisions.</p>

## Attendance Services Provider Requirements – Case Management

### Service levels

Providers must comply with key service levels. The following service levels are proposed.

Following receipt of a chronic absence referral, the provider will:

- Engage with the referring school to gather all relevant information about the student within:
  - 5 working days for 85% of referrals
  - 10 working days for 95% of referrals
- Engage directly with the student and their caregiver(s) to begin to understand their needs within:
  - 10 working days for 85% of referrals
  - 15 working days for 95% of referrals
- Develop an agreed initial attendance improvement plan within:
  - 15 working days for 85% of referrals
  - 20 working days for 95% of referrals

Following receipt of a non-enrolment referral, the provider will:

- Engage with the most recently attended school to gather all relevant information about the student within:
  - 5 working days for 85% of referrals
  - 10 working days for 95% of referrals
- Engage directly with the student and their caregiver(s) to begin to understand their needs within:
  - 10 working days for 85% of referrals
  - 15 working days for 95% of referrals
- Develop an agreed initial attendance improvement plan within:
  - 15 working days for 85% of referrals
  - 20 working days for 95% of referrals

The provider will update the Case Management System regularly, with key reportable activity/events, and key information, entered by the end of the next working day. Detailed case notes will be updated within five working days. Reportable activity/events and information will be defined in the Case Management System user guide, and will include details of meetings, engagements, activities, referrals to other services / agencies and resulting changes in attendance, and other information relevant to management of the case.

### Attendance Services Provider Requirements – Unmet Basic Needs

Key features	<p>Providers will establish and administer a fund to address unmet basic needs of referred students where these unmet needs are immediate, impacting on attendance, and cannot be met from any other source. It may also be used to meet needs temporarily, while a longer-term solution from a more appropriate fund, agency or organisation is sourced. Unmet basic needs may include, but are not limited to, things such as uniforms and other clothing items, digital devices, stationery and transport.</p> <p>This fund is expected to be around 1-3% of the provider's total budget. If this level is likely to be exceeded, the provider must discuss and agree next steps with the Ministry.</p>
Eligibility	<p>The fund will be available to support eligible students (chronic absence and non-enrolled) referred to the provider. It will also be available for students being supported by in-school provision, where the cost of meeting the need is over \$150, if this is requested by the school.</p> <p>The Ministry will provide a Basic Needs funding allocation framework to support decisions about what can be funded through this mechanism. This framework will provide some flexibility to enable local and unusual circumstances to be accounted for.</p>
Recording information	<p>All information about allocation of the fund (such as expenditure purpose and recipient) will be recorded in the Case Management System, enabling visibility of spending at both the student and provider level.</p> <p>Providers must maintain detailed records of all expenditure, including receipts, and make these available to the Ministry upon request. Providers are also responsible for establishing and maintaining appropriate policies and procedures to support fund administration, including expenditure management, reconciliation, and reporting.</p>
Service Levels	<p>Providers must comply with the following service levels:</p> <ul style="list-style-type: none"> <li>• 100% of expenditure complies with the Basic Needs funding allocation framework</li> <li>• 100% of expenditure is supported by appropriate records (in the Case Management System) and receipts</li> </ul>

### Attendance Services Provider Requirements – Other service elements

Transition support	<p>Providers will support schools seeking advice or assistance for cohorts of chronically absent students during key transitions – such as from intermediate to secondary school - to help reduce the risk of these students becoming non-enrolled.</p>
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Attendance Services Provider Requirements – Other service elements	
	Providers will work with requesting schools to agree the appropriate level of support. Support may be limited by available capacity and capability. The contract will promote flexibility and innovation in how support is delivered, provided there is evidence of a positive impact on attendance.
Other support to schools	<p>Providers will provide advice and periodic support to schools in relation to chronic absence of individual students, or among specific cohorts, with the aim of reducing the need for direct referrals to the Attendance Service. This support may include, for example, assistance for communities within the school (such as a refugee or migrant community), or in response to specific incidents that have impacted the school.</p> <p>Providers will work with requesting schools to agree the appropriate level of support. Support may be limited by available capacity and capability. The contract will promote flexibility and innovation in how support is delivered, provided there is evidence of a positive impact on attendance.</p>
Multi-agency forums (roundtables)	<p>In many areas, multi-agency forums (roundtables) exist to provide coordinated service delivery. The Ministry aims to strengthen and expand these forums, with an increased focus on improving attendance. Wherever possible, these forums are expected to act as an escalation pathway for cases where standard actions have not met the required improvement in attendance.</p> <p>Providers will actively participate in and support these roundtables where they exist, and work with the Ministry to develop new ones as directed. They must also engage in other multi-agency forums at which students on their caseloads are being discussed. The nature and extent of this involvement may vary across and within catchments, and over time, as multi-agency collaboration matures. The Ministry will keep providers informed as local and national arrangements and required actions develop.</p> <p>Providers must maintain detailed records of all cases referred to a multi-agency forum or roundtable, including the reasons for referral and the outcomes of the roundtable discussions. Regular reporting on these cases is required, and, where possible, this will be supported by the Case Management System.</p>
Consultation and engagement	<p>Providers will engage in consultation and service satisfaction processes as directed by the Ministry. The Ministry is exploring the best ways to involve local schools and other stakeholders in the design and delivery of their local attendance service. This is expected to include the establishment of regular consultation and feedback mechanisms. Further advice will be provided as the details are developed.</p> <p>Providers must advise the Ministry before they carry out any customer satisfaction surveys or reviews. They are also required to report and discuss the results of any such activities with the Ministry.</p>

Attendance Services Provider Requirements – Other service elements	
Complaints	Providers must develop and maintain appropriate complaints management processes and will regularly report on the outcomes. Any serious complaints or investigations must be reported to the Ministry immediately, without delay.
Recording Information	<p>Providers must record all activities undertaken to deliver the broader elements of the service described in this section. This includes documenting the resources used for each activity and noting any limitations in support due to capacity or capability constraints.</p> <p>This information must be reported regularly to the Ministry. While the Case Management System will support this reporting as much as possible, full functionality may take time to develop.</p> <p>Where appropriate, issues, challenges or barriers to high quality service delivery should be brought to the attention of Ministry.</p>

Attendance Services Provider Requirements – Operational requirements	
Solution establishment timeframes	<p>Providers will establish their solution and be operational within the required timeframes.</p> <ul style="list-style-type: none"> <li>• An implementation plan will be completed and provided to the Ministry no more than three weeks after contract signature.</li> <li>• An initial service delivery plan will be provided within six-weeks of contract signature.</li> <li>• Open cases will be transitioned to the new provider / contract by mid-December 2025, and the provider will be responsible for the management of these cases from 1 January 2026. The Case Management System will support this transfer of cases.</li> <li>• The provider will receive and manage new referrals across the catchment from the start of Term 1, 2026.</li> <li>• In most cases, the full solution will be operational from the start of Term 1 2026. In cases where phased implementation has been agreed with the Ministry, the full solution will be operational no later than start of Term 2, 2026.</li> </ul>
Implementation Plan	Providers will present a detailed implementation plan based on the template provided by the Ministry. It will include things such as defined implementation steps (for example, the target date for the service delivery plan), the implementation timeline (including key dates and milestones), work programme and key resources to implement the provider's solution.

## Attendance Services Provider Requirements – Operational requirements

Annual Service Delivery Plan	<p>Providers will present an initial annual service delivery plan within six-weeks of contract signature. This plan will cover the full 2026 calendar year. Thereafter, an annual service delivery plan will be presented no later than ten weeks prior to the start of the next annual period.</p> <p>The Ministry will provide a template for the service delivery plans, which must detail the key activities and work programme the provider will undertake over the relevant period. Additional information may be provided at the discretion of the provider.</p> <p>Service delivery plans will be provided to and agreed with the Ministry’s relationship manager. Progress against the plan will be reviewed each term and updated as agreed.</p>
Cost management	<p>Providers will meet the contractual service levels at the set funding levels for the term of the agreement. This includes the provision of a solution that fulfils all requirements in this table for all chronic absence and non-enrolled referrals within the specified catchment.</p> <p>Providers will advise the Ministry if service levels are reduced for any reason, including lack of capability or capacity within the service. If referral volumes or demand for unmet basic needs significantly exceed expected levels, the provider will discuss this with the Ministry and agree next steps.</p>
Reporting	<p>Providers will submit regular reports (likely termly) using standard templates supplied by the Ministry. The reports will cover all aspects of service delivery.</p> <p>Wherever possible, data for these reports will be drawn directly from the Case Management System. Providers will add any additional information not already collected in the Case management System and include qualitative commentary. This commentary will provide insights such as:</p> <ul style="list-style-type: none"> <li>• Analysis of results that exceeded or fell short of expectations</li> <li>• Identification of emerging trends and patterns</li> <li>• Evaluation of the impact of any innovative interventions used</li> <li>• Planned activities for the next period</li> </ul>

## Attendance Services Provider Requirements – Operational requirements

	<p>Providers will also participate in regular review meetings. These meetings will be informed by the submitted reports, findings from consultation and engagement activities, and any outcomes analysis conducted by the Ministry. They will serve as a forum for the provider and the Ministry to review service delivery and performance. They may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Discussing and agreeing on actions to manage identified risks and issues</li> <li>• Identifying and agreeing on any necessary improvements</li> <li>• Addressing other relevant matters that may arise in the course of service delivery</li> </ul>
Regulatory compliance	<p>Providers will adhere to all relevant legal and regulatory requirements, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Children’s Act 2014</li> <li>• Health and Safety at Work Act 2015</li> <li>• Privacy Act 2020</li> <li>• The Employment Relations Act 2000</li> <li>• New Zealand Government Supplier Code of Conduct</li> </ul> <p>Providers will have robust health and safety policy, processes and practices to ensure the appropriate management of the risks associated with providing the services, including safety of staff. Providers will maintain detailed records of any non-compliance with these policies, and any near misses that require amendment of the policies. These policies and processes, and the registers of non-compliance and near misses, will be available for inspection by the Ministry, or third parties (such as auditors) working on behalf of the Ministry, at any time.</p> <p>Providers will alert the Ministry immediately if they experience any significant or reportable event (such as significant privacy breach, serious injury or death at work) and if they become aware of any serious breach of these policies.</p>
Evaluation and review	<p>Providers will engage with the Ministry, or with third parties acting on its behalf, in any evaluation, review, or audit initiatives. These initiatives may explore various aspects of service delivery, such as:</p> <ul style="list-style-type: none"> <li>• The nature and impact of the services provided</li> <li>• The cost of delivering specific elements of the service</li> </ul>

### Attendance Services Provider Requirements – Operational requirements

	<ul style="list-style-type: none"> <li>The influence of key factors—such as student characteristics, local circumstances, or unforeseen events—on service delivery and outcomes</li> </ul> <p>Additional areas of focus may be included as determined by the Ministry or its representatives.</p>
Service Levels	<p>Providers must comply with key service levels. The following service levels are proposed:</p> <ul style="list-style-type: none"> <li>All service delivery plans will be presented to the Ministry no less than six weeks prior to the period they cover.</li> <li>All regular reporting will be provided in accordance with the schedule and templates to be provided by the Ministry.</li> <li>All policies, processes, and practices related to regulatory compliance requirements will be in place at service commencement (1 January 2026).</li> <li>Assurance that these policies, processes, and practices remain fit for purpose will be provided on an annual basis, and more frequently if required by the Ministry.</li> </ul>

### Attendance Services Provider Requirements – Outcomes

Outcome targets	<p>The key outcomes expected from the service are a significant improvement in each student's attendance levels, with these gains being sustained over time. It is recognised that some students face complex and persistent barriers, and as such, progress may be gradual.</p> <p>Impacts on attendance will be monitored at the individual, school, provider and national levels, as part of ongoing investment in understanding what works.</p> <p>Providers will receive termly data showing their impact on attendance levels. If attendance falls below agreed targets, providers must explain the reasons. While some outcomes may result from factors beyond the control or influence of the provider, the Ministry must actively identify and understand these contributing factors.</p> <p>Targets will be established to enable impact and progress to be measured. These targets are not service levels but demonstrate the extent of impact on attendance that is sought through the investment in attendance services.</p> <p>Indicative targets are set out below:</p> <p>Chronic Absence</p> <ul style="list-style-type: none"> <li>60% of referred students have improved their attendance level to over 80% within 50 working days (10 weeks) of referral</li> </ul>
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## Attendance Services Provider Requirements – Outcomes

- 85% of referred students have improved their attendance level to over 70%, or by at least 50% from their previous level, within 50 working days (10 weeks) of referral
- 80% of referred students to have maintained or exceeded their improved attendance level 50 working days (10 weeks) after their case is closed (or closed for monitoring?)

### Non-enrolment

- 80% of referred students with up-to-date contact details to have enrolled in a school, or an alternative education pathway, within 50 working days (10 weeks) of referral
- 60% of referred students who have re-enrolled in a school, have an attendance level of over 80% within 50 working days (10 weeks) of their re-enrolment
- 80% of referred students who have re-enrolled in a school, have an attendance level of over 70% within 50 working days (10 weeks) of their re-enrolment

## Provisional Catchments

Catchments (boundaries) for delivery of current services have been designed to ensure that:

- The catchments make sense for the local community.
- All schools are included within a specified catchment.
- Contracts are large enough to be viable and small enough to be local.

Catchment details are at Annex A.

## What are the next steps?

If this RFA opportunity is of interest to you, you'll need to submit an application by filling out and submitting the response form to us via email to [attendance.service.procurement@education.govt.nz](mailto:attendance.service.procurement@education.govt.nz).

The response form guides you on the information we need on how you can meet the pre-conditions and requirements. You can find this as [PART FIVE: Response Form.](#)

## Attendance Service Catchments

Refer to Annex A released as a separate file with this RFA





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**

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