



Question and Answers for the Attendance Service Procurement

Contents

Q&A published 18 July 2025:	1
Q&A published 16 July 2025:	2
Q&A published 14 July 2025:	4
Q&A published 11 July 2025:	5
Q&A published 10 July 2025:	6
Q&A published 07 July 2025:	7
Q&A published 04 July 2025:	8
Q&A published 01 July 2025:	9
Q&A published 30 June 2025 (<i>This includes responses to questions raised in the provider briefing and workshops held 26-27 June 2025</i>):	10

Q&A published 18 July 2025:

85. Q - Is it the intention of the Ministry that Te Runanga Nui will service Kura Kaupapa Māori where they are specified in the catchment document? If so will these kura have a choice to opt in to the successful service provider instead?

A - We are engaging with Te Runanga Nui o Ngā Kura Kaupapa Māori so that attendance services work for their kura, ākonga and whānau.

Further decisions will be made once these discussions are completed.

We expect all providers consider how their services will meet the needs of all schools and kura.

91. Q - What mechanism could be used for payment to individuals already employed by the school who are involved in the attendance service work?

A –

- For Principals: Boards could apply for the Secretary's agreement to a concurrence payment if the responsibilities associated with managing the attendance service are outside the scope of a principal's normal duties; the payment can be up to 20% of the roll-based component of the principal's remuneration. The cost would be charged to BG in the payroll – here is a link to more information [Education Circular 2020/10 - Ministry of Education](#).

- For teachers: Schools should consider whether the attendance service is part of the teacher's role, in which case they could allocate 3R payments to recognise additional responsibilities associated with managing the attendance service. They can allocate these payments on a permanent or a fixed term basis, including for the duration of a special assignment or project. The cost would be charged to BG in the payroll – here is a link to more information [EdPay up| Tools to help you | A-Z | R | Recruitment, retention and responsibility payment](#)
- Where the attendance service duties are not part of an employee's existing role schools may need to consider if they should offer a separate job for this work, which would be covered by the Support Staff in Schools' Collective Agreement.
- If schools need advice about the employment options in their particular context, they can contact the NZSBA Resource Centre at [NZSTA Resource Centre](#)

92. Q - If a new organisation is successful, is there a requirement that they retain existing staff from the outgoing organisation?

A - Providers are required to comply with all legislative requirements, including the Employment Relations Act 2000. The Ministry is not able to provide advice on legislative requirements.

108 Q - Most Government Outcome Agreements allow a minimum of 3 months but typically 6 months notice of termination of contract for the following reasons:

- to ensure client need is prioritised through allowing the current provider time to co-design transition plans to an alternative service provider
- to allow the incoming service provider to build relationships/rapport with existing clients prior to handover
- to enable the current provider to manage H.R. responsibilities related to potential restructure and employment termination based on the loss of the contract

Is it possible please for MOE to consider modifying this section of the contract based on the above.

A - We will consider the notice period as part of finalising the contract terms.

Q&A published 16 July 2025:

96. Q - When will the MOE assessment tool be available to view?

A - Work is currently underway to develop all tools, frameworks etc referenced in the draft contract and RFP documents. These will not be completed before the end of the RFP / Application process. Unless otherwise specified, they will be available before contracts are signed.

100. Q - Can MOE please clarify re. engagement KPI. Achieving engagement with schools may be achievable due to anticipated high levels of cooperation envisaged. Engagement with whanau is determined by them and based on their willingness or availability to engage - something outside of the provider's control. Is the KPI able to be set against evidenced attempts to engage within the specified time frames.

In a rural community this will look like multiple txt, phone calls, emails (where appropriate) and travel to remote/rural locations to cold call when whanau do not respond. For Non-enrolled students with no available contact details, the initial service is focused on trying to locate them through access to community, govt held and other information as appropriate. This client group in particular are sometimes

never located requiring escalation to Oranga Tamariki and Police as appropriate. In these instance and assuming the KPI is not achieved by evidenced effort, a provider could 'fail to meet' despite significant use of resource and effort as they attempt to do so.

A - As noted in the draft contract released 11 July, the service levels for engagement with chronically absent students are set at 80% and 90%, to acknowledge that it may not always be possible to achieve the timeframes required. The service levels for non-enrolled students apply only to students for whom current contact details are available. Withholding payments will be released if the failure to meet Schedule 3 requirements is supported by a satisfactory explanation. The description provided in your question would be considered a satisfactory explanation.

101. Q - We note MOE advised that personal information regarding students/whanau referred to the Attendance Service must not be held in any other system without the permission of MOE. Many government agencies require providers to input detailed information into a shared system, but all to date have permitted the provider to maintain their own internal client file so that they can meet their legislative and accreditation obligations. These include: the requirement to retain a client file for 10 years, to make it available to the client upon request, to share information with government agencies with authority to require this i.e. Oranga Tamariki and to investigate complaints for up to 10 years after the file is closed. If providers are not permitted to hold a client file in their organisational secure system, can MOE provide an assurance that these records will be available to the provide for 10 years post case closure to met the above obligations regardless of the service or funding potentially ceasing during this period. Thank you for your consideration of this question.

A - Our intention was to ensure that all information related to the provision of this service is held in the contract management system provided by the Ministry, not to limit the appropriate use of the information to provide integrated services. We will consider your feedback in detail when we finalise the contract and, subject to legal and privacy advice, will adjust it to ensure it delivers on the intent of that clause.

103. Q - KPI for development of initial attendance plan. Is this 15 - 20 days post achieving engagement or 15 - 20 days post receipt of referral?

As per my previous question can MOE please take into consider the providers evidenced efforts to engage and achieve the KPI. If we are going to develop a plan that is 'agreed to' by student, whanau, school then we need to respect the process the whanau may wish to follow to achieve this. Only after rapport and trust is build will the whanau engage in, the co-design of a plan. My concern would be that long term goal achievement might be impacted where providers are required to 'rush' processes that impact relationship to achieve KPI.

A - We recognise that different circumstances may require different approaches to establishing attendance plans. The draft service level relating to the timeframe within which attendance plans must be completed has therefore not been included in the draft contract/agreement published 11 July. The expectation that a high quality plan will be developed as quickly as possible remains.

109. Q - We are preparing an RFP for the Attendance Services programme for the Waikato catchment. Is attendance data (numbers, not names) for individual schools publicly available? This would be helpful in our preparation and planning.

A - Attendance data for individual schools is not publicly available.

Q&A published 14 July 2025:

76. Q - Some providers of the current Attendance Services were approved through submission to Public Services Commission, to receive funding under the Social Work Pay Equity Extension because of the work their kaimahi do i.e. case management etc. This has to date been paid as a separate payment (for direct staff related costs only) to eligible providers.

If these current providers are successful in gaining a new contract, and continue to employ staff who are eligible to receive pay equity, will they continue to receive the funding provided by Central Government for this purpose?

If not, will the funder have the discretion within contract to assign the required funding per FTE to ensure they continue to receive payment at pay equity rates in line with their current entitlement. In doing this, will those providers be disadvantaged against other providers not required to do this i.e. staff they may employ do not currently have this entitlement so they are not obliged to pass it on?

A - Providers of the new service will be bulk funded and have flexibility to adopt an operating model that reflects their service delivery plan. This flexibility extends to employment approach and other operational decisions. Providers can choose to employ for specific skill sets and remunerate appropriately within their agreed contract value.

77. Q - What assistance will the Ministry provide to support providers if school practice is not supporting student attendance outcomes?

A - Providers will be expected to seek support from the relevant Education Region contract and relationship manager.

94. Q - What happens if rangatahi do not engage or decline services?

A - The draft contract, released 11 July, notes that '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. This may, in some situations, include the provision of information that will be used in evidence to support enforcement action, including prosecutions.'

97. Q - How will MOE ensure that schools participate?

A - The draft contract, released 11 July, notes that 'If chronic absence volumes are significantly lower than expected the Provider will be expected to work with the Ministry and schools in the Catchment 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.'

99. Q - Will MOE be responsible for setting up the local interagency forum or will it be the Providers?

A - The draft contract, released 11 July, notes that 'The Ministry is currently developing an approach to strengthen and expand multi-agency forums (roundtables) to act as an escalation pathway for students whose attendance is not improving despite Attendance Service support. Further information about this approach, and the role Providers are expected to play, will be provided as soon as it is available.'

106. Q - Should the Response document be submitted as a PDF? How should the file be titled?

A - The response should be submitted as a PDF. Please ensure the cover page of your response clearly shows your organisation name and the Procurement Name (Attendance Service).

107. Q - There is cross over of information of information that could be included in multiple sections, especially in relationship to demonstrating competence to work with Māori, Pacific Peoples and other priority groups. Is it ok to repeat the same (important) information in the various responses or try to say it once in the most appropriate response? Often this depends on if the panel will all read the whole submission or individual panel members will read only an assigned question and may think we missed this detail out Thank you for your help with this.

A - If you have content that is applicable to multiple answers, please repeat the information in the response to each question.

Q&A published 11 July 2025:

Information about previous and new estimated maximum volumes

We have had several requests for more information about the current levels of demand in each catchment. Further information is provided in the separate document released as part of this Addendum. A copy has also been published on the Ministry's website - [Apply to be an attendance service provider - Ministry of Education](#)

62. Q - How is the indicative case volume calculated? Is there more micro information which indicates how many cases would typically be being supported at any one time, and how many have typically been long term versus short interventions?

A - Indicative case volumes have been calculated based on the number of chronically absent students in the catchment area during 2024, and the number of non-enrolled cases referred to an Attendance Service provider during 2024. For more information about previous patterns at a national level, please see <https://www.education.govt.nz/our-work/information-releases/issue-specific-information-releases/attendance>.

90. Q - I am seeking clarification on whether infrastructure and/or capital expenditure (capex) can be included in our budget as part of our proposal for Attendance Services. Any guidance you can provide on this matter would be greatly appreciated.

A - Providers of the new service will be bulk funded and have flexibility to adopt an operating model that reflects their service delivery plan. Providers are expected to plan and manage any investment required to enable the delivery of services.

93. Q - We don't see anything in the documents provided about provider access to the attendance, and pastoral data held by the school for referred students. At a minimum we would expect to receive year to date attendance data on referral and then weekly data until the case is closed. It would also be helpful to receive pastoral records to indicate disengagement and its behavioural manifestations, as these may be manageable with a consequent lift in attendance.

A - Attendance data for referred students will be available within the new case management system. Providers will meet with the referring school (CA students) or the previous school (NEN students) as soon as possible after receiving the referral, to obtain information about action already taken by the school.

95. Q - Is there an expectation that the staff contracted by successful providers should be trained teachers or are you able to have a team with diverse expertise?

A - The Ministry is seeking Respondents to identify and propose the resources, including skills, expertise and capacity, to achieve attendance outcomes.

Q&A published 10 July 2025:

37. Q - Is there still an MOU in place with Internal Affairs?

A - The Ministry does have an Agreed Information Sharing Agreement (AISA) with DIA, which enables the Ministry to use relevant information to assist in finding students who are non-enrolled or their parents.

39. Q - What advice would you give to providers to assist capacity planning when intake/referrals are seemingly unknown. Are there historic insights from past/open cases that can be shared in terms of peaks, troughs, trends, etc?

A - For more information about previous patterns at a national level, please see <https://www.education.govt.nz/our-work/information-releases/issue-specific-information-releases/attendance>. We will soon release some additional information about the number of cases referred to Attendance Services in each catchment during 2024.

74. Q - Under the new national service, will a provider have the ability to transfer a chronic absence case to a neighbouring catchment?

A - We expect all chronic absence referrals to be managed by the Attendance Service provider contracted to the catchment that contains the referring school. When students move to a school in a different catchment, we expect the case to be transferred to the new catchment.

75. Q - Where a Respondent is considering a response for multiple catchments will you consider a single collective response?

A - No, we require catchment level responses. We acknowledge that, where respondents are submitting responses for multiple catchments, there will be some content that is replicated in each response.

The Ministry evaluation process comprises multiple evaluation teams evaluating responses at an individual catchment level. To ensure consistency and fairness across the evaluation process each evaluation team will be provided and evaluate responses specific to each catchment. They will not be provided or have access to responses submitted for catchments they are not assigned to evaluate.

80. Q - Could you advise when the Proposed Contract will be made available to respondents?

A - The draft contracts for the Attendance Services Provider Procurement is scheduled to be released this week. If you're registered on GETS or have signed up as a school via the Ministry's website, you will be notified as soon as it becomes available.

84. Q - Could you please tell me what the remuneration will be for this contracted work and for what term please?

A - Contracts will be for an initial term of approximately 26 months, with implementation and transition services planned to commence in October 2025, and service delivery commencing from 1 January 2026. Contracts will include a right of renewal option (at the Ministry's

discretion) of up to two-years, meaning a maximum potential contract term of 4 years and 2 months.

The provisional funding allocation per catchment for the initial term of the contracts is detailed in the Catchment table in Part THREE: Requirements of the RFP/RFA documentation packs. This funding is to be treated as bulk-funding to cover the costs of the full range of services required (including case management, basic unmet needs fund management, advice and support to schools etc). Some funding will also be available to providers to support establishment and transition costs.

88. Q - The RFP involves a lot of information. Will respondents be penalised for going beyond the page guidance, i.e. 5 pages instead of three?

A - Respondents will not be penalised for going beyond the page guidance, however Respondents should be mindful of this guidance and ensure they answer the response questions as succinctly and possible.

89. Q - In the 'Our Scope, Our Scale and Approach' section on pg. 4 you state that the total estimated valued of all provider contracts are over a 4 year and 2 month duration with circa of \$245M with individual contract values ranging from approximately \$350K - \$2M p.a. per catchment, yet in the Appendix 1 section on pg. 2 you state that funding for each contract will be calculated based on estimated volumes of chronic absence and non-enrolment referrals within the catchment area. Can we please have this clarified.

A - Annex A to Part 3 of the RFP/RFA documentation pack advises the indicative contract value for each catchment. This funding has been calculated based on the estimated volumes of chronic absence and non-enrolment referrals within the catchment area.

Q&A published 07 July 2025:

64. Q - We have established our own Case Management System (CMS), will this be replaced by the Ministry CMS and if so, who owns the data? Who has access to the data?

A - Yes, Providers will be required to use the Ministry's CMS. This is required to support efficient, timely accurate and secure exchange of data and information between referring schools, the Provider and the Ministry. It will also reduce Provider reporting requirements.

The Ministry is the custodian of the information held in the CMS.

Access to the information held in the CMS will be based on legitimate business need and permitted use. Providers will have access to relevant active cases, and all information will remain in the CMS environment. (Republished on <https://www.education.govt.nz/education-professionals/schools-year-0-13/attendance/apply-be-attendance-service-provider>)

68. Q - The total indicative case volumes for all 84 catchments is a lot higher than the estimated 84,000 students in the SERIOUS CONCERN category of the STAR framework. Can you please advise what proportion of the indicated case volumes are estimated to be 'SERIOUS CONCERN' vs 'CONCERNING'??

A - The indicative contract value and case volumes provided in RPA documents is for the initial term of the contract which is two years. The new service delivery model is funded to support approximately 88,000 chronically absent and non-enrolled students annually. We

forecast that around 68,000 referrals will be for chronically absent students (serious concern on STAR) and the remainder for students who are not enrolled at school.

73. Q - I am wondering if there is a formula I can use to work out number of case workers required to service the indicative catchment case volume. If I'm reading correctly, Papakura Rosehill Drury catchment has an indicative case volume of 2900-4100 spread over 2026-2027. Is there a formula the ministry uses to determine required FTE's??

A - The Ministry is seeking providers to identify and determine the required resources to support their Proposal/Application.

Q&A published 04 July 2025:

63. Q - I'm also interested to know if & when schools will be informed about the in-school allowance (or similar) for an attendance staff member?

A - In-school provision, which is a separately contracted service within the new Attendance Service Programme, is outside the scope of this procurement. Eligible schools will be contacted in July and invited to apply for that component of the service.

65. Q - Catchment areas include more than one Iwi, in some situations it is not appropriate for an Iwi organisation to work with students in that area, can these be carved out to recognise Mana Whenua and Iwi boundaries? Or can it be built into the assessment criteria for each organisation?

A - Catchments were created by the local Region with guidance to ensure they were large enough to be viable and small enough to be local. Factors such as iwi and hapū boundaries were one of a number of considerations used to determine the catchment areas. The expectation is that all providers are able to support all referred students in their catchments.

66. Q - Kia ora can you please let me know who the current providers are in the following area, and what schools they provide attendance services to: #59, Region: Waikato, Catchment provisional name: Taumarunui Waitomo?

A - All existing providers can be identified using the attached link. [Attendance services 2024 – Google My Maps](#)

67. Q - If there are multiple siblings that meet the criteria for attendance services, is each sibling a 'case' or would there be one case for the entire whanau?

A - Every case relates to an individual student. Siblings within a whanau or under the care of the same caregiver that are referred to a provider will each have a unique case.

69. Q - Are providers able to include an employee of the Ministry of Education in their local area as one of the 3 referees required to be listed in the Response Form?

A - Providers should not list Ministry of Education staff as referees.

70. Q - Is it possible to get the latest term 2 attendance data for each catchment as the MOE website looks at regional councils?

A - The latest term 2 attendance data is not currently available at catchment level. For the latest publicly available attendance data visit Education Counts, it will be possible to access region-level information [here](#).

71. Q - Can you advise as a single Provider submitting a response for multiple catchment areas., can we complete the following sections of the response form that outlines our organisational capacity and capability once e.g. section 1.1, 1.2, 1.3,1.4,2 and 3, Q6, Q7, Q10 and Q11. Then for each catchment complete the following sections 4- Q1; 5 - Q2, Q3; 6 - Q4, Q5; 7 - Q8, Q9??

A - A complete response is required for each catchment.

72. Q - We are having difficulties uploading our response through the GETS portal. Is there another address to which we can forward our application?

A - If you are having technical difficulties loading your response, please contact the GETS Helpline: 0508 GETS HELP (0508 438 743) or email info@GETS.govt.nz.

Q&A published 01 July 2025:

6. Q - The Case Management System (CMS) as described in the "Requirements" pdf appears to breach the Privacy Act in several different ways. It seems, at a minimum, that consent from a parent/guardian will be required to enter a lot of the information requested some of which will be sensitive. If the parent declines to give that consent (as I would) what happens?

A - The design of the new Case Management system will be informed by the requirements of the Privacy Act, and a Privacy Impact Assessment is underway as part of the design process.

7. Q - Who owns the information in the CMS?

A - The Ministry is the custodian of the information held in the CMS.

8. Q - Who has access to the information in the CMS? If a referred student moves into a different catchment area, does the "new" provider have access to the information in the CMS?

A - Access to the information held in the CMS will be based on legitimate business need and permitted use. New providers will have access to relevant active cases, and all information will remain in the CMS environment.

9. Q - Can the information in the CMS be used in prosecution? If so, what guarantee is there that information in the CMS will not be reported in the media (for example if Sione says he won't go to school because Mr X hits him).

A - Information held in the CMS will only be used for the purpose for which it was collected, unless otherwise allowed or required under the Privacy Act, Education and Training Act, and other relevant legislation.

10 Q - Are parents entitled to a printed copy of all information in the CMS? What about non-custodial parents? If so, will the information in the CMS be available to the Family Court? What if a parent asks that some disclosed information be kept confidential?

A –

- Parents (including non-custodial parents) are entitled to request a copy of information held in CMS. Each request will be considered on a case-by-case basis in line with relevant legislation (generally either the Privacy or Official Information Act).
- Information may be shared with the Family Court where required.

- Requests for confidentiality will be subject to the requirements of the Privacy Act and other legislation, particular to the individual situation.

60. Q - I have been reading through all the documentation for the attendance services model.

We have an Attendance and Engagement position model that has been successful across our Kāhui Ako (and funding to cease at end of 2025) and I was considering applying as a school, but do not want to be responsible for servicing our entire catchment.

Can you therefore indicate how we could be considered for an in-school provision (as mentioned on p4 of Part 2 – Our Scope, Scale and Approach)?

A - In-school provision, which is a separate workstream within the Attendance Service Programme, is outside the scope of this procurement. Schools will be contacted separately regarding the process for applying for that component of the service.

61. Q - Is there an option to apply for a portion of one of the identified locations, or do you have to be able to cover the whole area in the location?

A - No. This application process is for providers who can serve entire catchment areas.

Q&A published 30 June 2025 (This includes responses to questions raised in the provider briefing and workshops held 26-27 June 2025):

1. Q - Regarding the “one catchment per provider” approach, could you please confirm whether the Ministry intends to select only one provider for Catchment 66 – Wellington City, which includes 77 schools and an indicative case volume of 3,700 between January 2026 and December 2027?

A - Yes that is correct

2. Q - Does the tender require providers to hold Level 4 Social Sector Accreditation?

A - No. Providers are not required to hold Level 4 Social Sector Accreditation.

3. Q - Are documents able to be attached to the Response Form?

A - Yes, however, Respondents should be mindful of the guidance provided in some questions regarding response length.

4. Q - Does the Tender support a consortium from one catchment area applying?

A - Yes, consortium responses for a single catchment will be accepted. A consortium lead should be identified.

5. Q - Can you please let me know if we can apply for just our own school? We are not interested in providing the service for any other schools, but would be interested in this for our school?

A - A school cannot apply to deliver attendance services solely for their own school. This application process is for providers who can serve entire catchment areas.

11. Q - From a scale and capacity point of view, would MOE prefer to have less providers in a region covering multiple catchments? Or 84 individual providers, which risks duplication of management and overheads, and costs? If a provider is confident

in delivering in one catchment, but there is logical sense in also delivering to a neighbouring catchment, with similar characteristics, what is the preference?

A - The Ministry is evaluating responses at a catchment level and is seeking to appoint the highest scoring respondent to each catchment. We are not preferencing Respondents offering to supply multiple catchments.

12. Q - I have a question the Provider Requirements-Outcomes. Non-enrolment- 60% of referred students who have re-enrolled have an attendance level of over 80% within 10 weeks of their re-enrolment. Who will be responsible for monitoring this? A large number of NEN cases get re-enrolled outside of a providers catchment area so may be difficult to monitor any progress for the AS who had the case?

A - The Ministry will record the information and make it available to the allocated provider.

13. Q - Avondale College appear to be wrongly placed in the Grammar-Western Springs catchment. It does not belong in that part of Auckland East of Carrington Rd. Almost half the roll of Avondale College is comprised of out of zone students and the bulk of these live in the Kelston secondary school's zone. The attendance service provider for Avondale College will be relying on the many of the same community links as the provider for the Avondale/Green Bay/Kelston zone?

A - This feedback is noted and will be taken into account when the catchments are finalised.

14. Q - Can a Charter school be a fund holder lead on this??

A - Yes, a charter school (now known in New Zealand as a "Designated Character School" or "State-Integrated School" depending on its current status) can be a fund holder lead—provided it meets the eligibility and capability requirements outlined in the RFA.

15. Q - Should we apply via GETS as [XX Attendance Service], managed by [XX School]?

Or

Should we apply through the school application system as [XX School] operating as [XX Attendance Service]??

A - The process to be used is determined by the type of organisation applying for the contract. If the contract holder would be a school, use the school application process. If the contract holder would not be a school, use the GETS process.

16. Q - Are we able to be given information about the list of schools that are eligible to apply to service their own school? This is relevant as we would like to have an indication of the minimum number of schools within our district that we will be working with if successful. For example, if each of the high schools in our district is eligible, this will significantly affect the amount of provision?

A - The details provided on each catchment include a range of forecast cases. This range includes allowance for any in-school provision within the catchment.

17. Q - I am new to the GETs process. Do I download the Final Response form from files, complete the Final Response section 5 and upload that on the Tender submission page? Perhaps an instruction bullet point with a snip tool pics would be helpful?

A - Yes, download all the files that make up the RFP documentation pack from GETS. Once you have completed your response upload the completed Response Form in GETS. Amotai has a series of handy instructional videos on YouTube to help support you through the process - The links to these are in Part 2 of the RFP documentation pack (page 6). GETS also has a help section on its website - www.gets.govt.nz, and there is further information in the Respondent workshop presentation we have posted.

18. Q - What considerations have been made for students who require tailored support (e.g., Māori students in catchments without a Māori provider)?

A - All providers are expected to offer tailored support to meet the needs of all students, with particular attention to Māori and Pacific students who are overrepresented in attendance challenges.

19. Q - Do we have any indication of the quantum of establishment funding?

A - Not confirmed yet, but expected to be around 6–8 weeks' worth of annual funding.

20. Q - Do we have statistics on reasons for absences (e.g., mental distress, addiction)?

A - No specific dataset was cited, but the Education Review Office report provides a good summary of contributing factors.

21. Q - What consideration has been given to managing existing local relationships between schools and providers?

A - Transition periods will support relationship continuity. New providers are expected to build strong local relationships, especially with schools.

22. Q - More detail about establishment funds—what's included and how is it managed?

A - Details will be in the final contract. Providers will have discretion over how the funds are used.

23. Q - If a non-school entity gains a contract, is a school responsible for liaison and management?

A - No. The Ministry will manage the contract directly with the provider, regardless of type.

24. Q - Will each catchment require separate and independent reporting?

A - Yes. Each contract is managed individually, though multi-catchment providers may aggregate data internally.

25. Q - Can schools send Q&A questions via email and still receive answers published on GETS?

A - Yes. All questions, regardless of source, will be answered and published for transparency.

26. Q - Is it required to submit separate responses for multiple catchments?

A - Yes. Each catchment requires a distinct response due to individual evaluation teams.

27. Q - What's fundamentally different about the new service compared to the previous model?

A - Greater consistency, focus on chronic absence not unjustified absence, student-centred case management, and flexible, innovative service delivery.

28. Q - Is school attendance a top priority across all government departments?

A - Yes, it's a cross-government priority, though not necessarily the top priority for every agency.

29. Q - Will there be consultation with local communities as part of the procurement process?

A - No formal consultation due to time constraints. There will be opportunities for local communities to engage with the new services once contracts are awarded.

30. Q - Will schools be required to work with successful providers?

A - Collaboration is expected and encouraged. The Ministry will monitor engagement and support resolution if needed.

31. Q - Where can we find past and current attendance data for specific schools or catchments?

A - Visit Education Counts for regional-level attendance data.

32. Q - Have catchment areas changed, and why?

A - Yes, based on local needs, school groupings, and viability. Some changes reflect integration of non-enrolled student services.

33. Q - Are there future plans to tender alternative education contracts to align with attendance services?

A - Work is underway to improve information-sharing agreements and interagency collaboration.

34. Q - Is there an MOU with Oranga Tamariki and MSD to support referrals?

A - Work is underway to improve information-sharing agreements and interagency collaboration.

35. Q - Has funding increased on a per-student basis??

A - Yes. Average funding per case has increased significantly, especially with the redistribution of attendance officer funding.

36. Q - Will indicative volumes and values change due to in-school provision?

A - The provided range accounts for this. Top end assumes no in-school provision; bottom end assumes full uptake.

38. Q - Noting the presentation, in regard to in-school provision, stated 'small amount'. Is it safe to assume therefore, that the indicative volumes and values will not reduce significantly when finalised (e.g. a catchment scope <50% of initial indicators)?

A - The range information provided in the detail on each catchment accounts for this. The top end of the range (both case number forecast and contract value) assumes no in-school provision; bottom end assumes full uptake.

39. Q - Reasonably, what advice would you give to providers to assist capacity planning when intake/referrals are seemingly unknown. Are there historic insights from past/open cases that can be shared in terms of peaks, troughs, trends, etc. Noting the earlier comment 'expected to rise'?

A – An incorrect answer was provided in the 4 July 2025 iteration; this has since been removed. The correct answer will be issued as soon as possible.

40. Q - Are there future plans to also tender AE contracts to align with attendance services?

A - No current plans, but this may evolve.

41. Q - FAQ says contracts may be adjusted based on actual vs estimated referral volumes. How will funding be protected or adjusted if a provider successfully reduces chronic absence and non-enrolments in their catchment — will we be penalised for being effective?

A - Funding will not change for the first two-year term of the contract (to the end of 2027). The service will be reviewed during 2027, and changes may be made for the second two-year term to ensure we are achieving the best possible results for our students.

42. Q - Will there be any consultation with local communities as part of the procurement process?

A - No formal consultation due to time constraints, but providers are expected to engage locally.

43. Q - Is this workshop for school applications too?

A - Schools may find some handy tips for filling out the Application form too. School applications are accepted through the Ministry email address which can be found in your documentation pack attendance.service.procurement@education.govt.nz.

44. Q - Q4–6 don't have a response length guide. Do you know what they are or is that a GETS question?

A - Where no response length guidance is provided, respondents should exercise judgement.

45. Q - Will there be a video or slides of the Attendance Services Procurement Briefing available?

A - Yes, these will be posted on the Ministry website, with link details advised on GETS and sent to registered schools.

46. Q - I saw in the video that there was a certain font size we had to use. Can you confirm?

A - We have not specified a font size in the Response Form. It is recommended to use Arial 11 or similar.

47. Q - Can you submit a full video application?

A - You can submit a video as part of your introduction, but written responses are required for the other questions.

48. Q - Is financial modelling provided to assist with the RFP?

A - No, there are no financial modelling tools or related assistance provided.

49. Q - Where will the videos (presentations) be published??

A - These will be published on the Ministry website, with link details advised on GETS and sent directly to registered schools.

50. Q - The packs were only shared yesterday — would a second session be helpful if people have questions?

A - Questions can be asked up until 14 July via the Q&A process outlined in the RFP and RFA documentation packs.

51. Q - Regarding in-school provision: Eligible schools will be notified and invited to apply in June/July 2025. When specifically?

A - Exact dates are not yet known.

52. Q - Are you able to tender as a collaboration (e.g., private company and charitable trust)?

A - Yes, however one party must be nominated as the lead and, if selected, will be the contract holder.

53. Q - Schools won't be going in the RFP?

A - Correct. Schools apply via the Request for Application (RFA) process on the Ministry's website. Other entities (e.g., iwi organisations, NGOs, other providers) apply via the Request for Proposal (RFP) process through GETS.

54. Q - If schools get their own funding, will they be taken off the list?

A - Schools awarded an in-school provision contract will still be able to refer students to the Attendance Service when additional support is required.

55. Q - How will schools get to see all Q&A?

A - All Q&A will be published on the Ministry website.

56. Q - Are evaluators locally based or wellington based?

A - We have multiple evaluation teams across the Ministry undertaking the evaluations. Every evaluation team includes members from the local region and another region.

57. Q - Can you collaborate with other agencies for the tender?

A - Yes, however one party must be nominated as the lead and, if selected, will be the contract holder.

58. Q - Are schools able to apply for whole catchment?

A - Yes. This process is for responses to whole catchments only. I.e. Respondents, including schools, must be offering to provide a service/solution to a whole catchment.

59. Q - Will a recording of this session be emailed to all attendees?

A - Yes it will be posted on-line and emailed out to registered respondents on GETs and schools.