

Changes to Attendance Service webinar questions

Attendance Services Model

Q: How do rural areas ensure we get equity of service?

A: Attendance Service Providers (ASPs) are funded to meet the needs of all students referred to them. This includes chronically absent students referred by schools, and all non-enrolled referrals. This funding takes account of the rural isolation of some communities.

Q: How are students who are referred to ASPs prioritised? Eg chronic absence from several schools.

A: Attendance Service Providers (ASPs) are expected to start actively working with all referred students as quickly as possible, and within no more than a week or two of the referrals being made. The new funding levels are sufficient to enable providers to have significantly increased capacity which will enable them to achieve this.

ASPs will not operate wait lists unless they have an exceptionally high number of cases within a very short timeframe, and in this case will operate the waitlist for the shortest possible time.

If prioritisation is required, it is the responsibility of the provider to determine how this is done. If you make a referral that you consider requires particularly urgent support from the provider, please make this clear when you make the referral. You may also wish to contact the provider directly to discuss the case and your reasons for seeking urgent support.

Q: What specific support can Attendance Services provide? For instance for primary school children refusing to attend or additional transport support?

A: The new model supports providers to deliver increased levels of one-to-one case management for students, which focuses on understanding the barriers to their attendance and addressing those. They can also meet the costs of basic needs such as transport if these are directly impacting on attendance, and there is no other source of funding available. ASP contracts are also designed to encourage providers to be flexible, and to apply innovative practice.

Q: Wanting to know what interventions attendance services can provide to encourage attendance

A: The primary focus of the ASPs is on case management services – working directly with the student and their whanau to identify and address the key barriers to attendance. They can also work with schools to design and deliver interventions to

support cohorts of chronically absent students within a school. If you think this could be useful for you, please reach out to your local ASP to discuss.

Referral Process and Guidelines

Q: How do we now refer students to the Attendance Service.

A: You will now refer students to the Attendance Service via the Attendance Service Case Management System (AS-CMS) which has replaced the previous Attendance Service Application (ASA).

See [here](#) for more information about when and how to request support from an Attendance Service Provider.

Q: Has anything changed in the referral process?

A: Yes. Schools will refer chronically absent students, in accordance with updated referral guidelines [here](#), using the new AS-CMS which went live Monday 16 February.

Q: Can we still only refer students with unjustified absence?

A: You can refer chronically absent students, where you have been unable to address their barriers, in accordance with the guidelines we have published. Under the new model, we do not differentiate between justified and unjustified absences and referrals should be made when a student is chronically absent, you have been unable achieve improvements in attendance, and you think the support of the ASP is needed.

Q: When we notice a pattern of absences eg: Mondays and Fridays off, can we ask for support?

A: The service is to support students who are chronically absent (in the 'of serious concern' category under the STAR framework), you have been unable achieve improvements in attendance, and you think the support of the ASP is needed.

If a student who has a pattern of absences on certain days meets these criteria, then you can refer them to the Attendance Service. See [here](#) for more information about when to request support from an Attendance Service Provider.

Q: When is the ideal time to refer to attendance services if the whānau are already working with the school.

A: You should consider referring a student when the school and whānau have been actively working together, the student meets the threshold for chronic absence (missing more than 15 days in a term), absences remain high, concerns are ongoing, and barriers are significant or complex.

Also see [here](#) for more information about when to request support from an Attendance Service Provider.

Q: I am curious about medical absences and when these might trigger a referral

A: Schools are expected to take all reasonable steps to support chronically absent students into more regular attendance prior to requesting support from providers.

Referrals can be made whether absence is due to a medical absence or other seemingly justified reason however judgement should be used. If there are concerns that the family are not getting the support they need, and this is contributing to a situation resulting in absence, and the guidance for when to refer has been met, then a referral can be made.

Q: What action do we take if the whanau personal values result in taking them out of school for period of time (for holiday/tangi/cultural events) and this makes them chronically absent – and the whanau are not worried about the consequences

A: You should develop your school's approach to this and document it in your Attendance Management Plan. You may consider referral to your Attendance Service Provider (ASP) if the student is chronically absent, you have been unable to address the issue, and you consider that the ASP may be able to make more progress (for example, if there are also other underlying issues that require support).

Q: What do we do if a Young Person (YP) is not attending at year 9 already, all home visits, whanau hui etc the YP refuses to leave their bedroom or engage, but its only 11.5 days at this stage. Do we have to wait for 20 days to talk with our ASP?

A: You should develop your school's approach to this and document it in your Attendance Management Plan.

The service is designed to support chronically absent students (those missing at least 15 days of school in a term). However, if the student has a history of attendance concerns (in their current or a previous school), you may decide an earlier referral to an Attendance Service Provider is appropriate. If you are unsure, please contact your local provider and discuss the case with them. See [here](#) for more information about when to request support from an Attendance Service Provider.

If the young person reaches 20 consecutive days of non-attendance, the school is required to unenroll them. This will automatically generate a non-enrolment referral to the Attendance Service. Please ensure you complete the non-enrolment notification form as quickly as possible, so that this referral can be processed quickly.

Q: The Individual Attendance plan template that I have just found online looks like you need buy in by child and parents which in some cases, we don't! Do we have to do this before referral to Attendance Service?

A: No. When a case is referred to an Attendance Service Provider (ASP), please include information about the extent to which you have been able to engage with the child and parents. This can be done on the referral form or during the initial meeting that will be held between the school and the ASP to discuss the case.

Q: A student who goes with father to all fishing competitions throughout the year Parents think this is ok at what stage to contact attendance?

A: The service is to support students who are chronically absent (in the 'of serious concern' category under the STAR framework), you have been unable achieve improvements in attendance, and you think the support of the Attendance Service Provider (ASP) is needed. See [here](#) for more information about when to request support from an ASP.

Q: Kia ora, if a student in year 8 was chronically absent, can we fast track a referral in year 9? If the pattern still appears early on?

A: Yes. If the student has a history of attendance concerns, you may decide an earlier referral to an Attendance Service Provider (ASP) is appropriate. See [here](#) for more information about when to request support from an Attendance Service.

Working with Attendance Service Providers (ASPs)

Q: Wanting to know processes, timeframes and who to contact if our external services are not meeting their obligations

A: We are confident that our new Attendance Service Providers (ASPs) will deliver high quality services. However, if you do have concerns about the support provided to students you have referred, please contact your local Ministry of Education team.

Q: Interested to know what the expectations are for schools and from ASA, particularly around communication with each other.

A: As previously mentioned, ASA has now been replaced with a new AS case management system (AS-CMS). The new model emphasises collaboration between schools and ASPs. In addition to making CA referrals, schools can use the AS-CMS to see how their students are progressing and to share information with the ASP.

Q: What are we allowed/required to regularly share with the new attendance provider - from a legal standpoint?

A: See [here](#) for guidance for schools, which includes information about what can and should be shared. In summary, you can share all relevant information about the student and what you know about why their attendance is poor, and the actions you have taken to support them to increase their attendance to date.

Attendance Service Case Management System (AS-CMS)

Q: How to access new system (AS-CMS)

A: You can find out more about how to get access to AS-CMS [here](#).

How to navigate the new site (AS-CMS)

A: All staff who have been assigned roles in the use of the AS-CMS have access to an e-learning module that provides information about how to use the system.

You can find information about how to use the new AS-CMS [here](#).

Q: Will ASA still be used to lodge referrals?

A: No. ASA has been replaced by a new Attendance Service Case Management System (AS-CMS) and all referrals will be made via that.

Q: How to upload cases to the new CMS

A: Please see this [link](#) for more information on using the new AS-CMS, including how to create requests for support / cases.

Q: When I did the training module it talked about there being a 'primary contact' at school which would be the person who has any meetings at school with whanau etc, at our kura this role is split between people - we have an administrator who does all the data and referring and the face-to-face stuff is done by a DP. Will there be a way to have both contacts on the referrals as contact people?

A: There are different roles within the new AS-CMS that have different levels of access to the new AS-CMS. The 'primary contact' refers to one of these roles. You can read more about the roles in this [guide](#) (see page 3).

Following a referral, the ASP will arrange a meeting with the appropriate person in your school to discuss the case. This meeting should be with the person who has the most knowledge about the student – in your scenario this would be the DP.

Q: Who do you recommend as Delegated Authorisers? Previously ENROL limited access/users. I would assume Senior Leadership?

A: Please see [here](#) for more information about Delegated Authorisers. Note this role can be delegated by the school principal to another staff member to manage on their behalf.

Q: Our ESL has logged us in and been approved but it now says we need permission from our AS provider to gain access? Should this happen?

A: We would advise contacting the Education Service Desk for support with this query. You can call them on 0800 422 599 or email service.desk@education.govt.nz

Q: Where is the training video/module/webinar for the new ASA system please?

A: There is an optional online e-learning module on AS-CMS for schools. Please see [here](#) for details on how to access this.

Q: When I tried to log in today via the link on the bulletin, I got past the authenticator part but now it says it can't log me in due to 'single-use log in'? My DP doesn't know what this means, she also can't log in as it is telling her she is 'inactive' - is this an us issue or the new system?

A: We would advise contacting the Education Service Desk for support with this query. You can call them on 0800 422 599 or email service.desk@education.govt.nz

Q: I was registered to access the AS-CMS on Monday and got an email but have not received a link to the online module and cannot find it anywhere online (just references to it). Please advise where it is.

A: The online module does not automatically get emailed to you. Please see [here](#) for details on how to access this.

Q: How can we share our IAPS with the AS - do we upload it to the CMS? Is there a set format/template e.g. word?"

A: You can upload documents, such as IAPs (individual attendance plans) when you make a referral for support from your Attendance Service Provider (ASP).

Q: Is attendance data uploaded to case referrals, is it live for ASPs to see?

A: We are expecting to have daily and termly attendance data for all referrals live in the new AS-CMS system for Attendance Service Providers (ASPs) and In School Providers (ISPs).

Q: Is the attendance data uploaded to the case when the referral is sent? Or is this a live thing that ASP can access as they work on the case over weeks / months etc?

A: Attendance data for each referred student will be available for Attendance Service Providers (ASPs) to see after a referral has been made. The provider will see daily attendance data (based on an overnight update) for the current term, as well as overall attendance for each term for the previous four terms. Note that the attendance for the most recent term will be provisional at first, and will update to the confirmed value when these are released.

Unmet basic needs fund

Q: How do we access the fund to remove barriers (unmet basic needs)

A: The unmet basic needs fund is administrated by your local Attendance Service Provider (ASP). To access this fund the student requiring support must be chronically absent and the school has exhausted its ability to support. See [here](#) for more information about when to request support from an Attendance Service.

If you consider that unmet basic needs are a significant barrier to attendance, please make this clear to the ASP. This can be done in the referral form, or when you meet with the ASP to discuss the case.

In-School Provision (ISP)

Q: Will each school get an attendance support person at their school?

A: No. In-School Provision (ISP) funding has been allocated to 170 schools with the highest numbers of chronically absent students, to enable them to provide direct support to some of these students. Attendance Service Providers (ASPs) are available to provide support to all schools and kura in their catchment. See [here](#) for more information about when to request support from an Attendance Service.

Q: How does the Attendance Service support schools with ISP?

A: Cases should be monitored closely by the In School Provision (ISP) case owner once support has been put in place. The case owner should consider a referral to their local ASP if attendance does not improve and/or other more complex barriers emerge. See [here](#) for more information about when to request support from an Attendance Service.

Q What more can the Regional Attendance Service Team do that a School with ISP can't?

A: Attendance Service Providers (ASPs) deliver a dedicated service, funded to focus solely on supporting student to improve their attendance. Their role is to work with all referred students to understand the barriers preventing attendance and to address those. They are also tasked with developing and maintaining relationship with other government agencies, providers and community networks to maximise access to all available support to families.

Q: What are the expectations around mentoring for the in school attendance programmes?

A: Schools with the In-School Provision (ISP) contract should deliver services in accordance with their contract and the proposal they submitted.

General attendance questions

Q: I want to know how other schools are monitoring absence. I am the Attendance Dean for 1100 boys and I need to know the best way to monitor. Do other schools use Excel docs? Is there an easy way to pull down what data I need to feed to my tutor teachers?

A: Please see your Student Management System (SMS) provider for more information on what data you can extract from your SMS to monitor absence.

Q: Is there someone I can talk with for to get advice on specific school related issues

A: Contact your regional Ministry office. Your school's Senior Education Advisor can help you. Also review the Ministry's [website](#) for more information covering Attendance.

Q: Will there be some kind of public advertising campaign to back schools up

A: The Ministry is currently building a Public Information Campaign to reinforce to parents and students the importance of regular school attendance, including a social media campaign. We are also encouraging other organisations to share our messaging where appropriate.

Q: Students that are overseas for a term with family on holiday, is that necessary to withdraw them

A: The withdrawal or non-enrolment of a student after 20 days of consecutive absence should not occur if this is temporary and the principal has a return to school date. The student needs to remain on the school roll. One option is to change the student type to NA rather than RE.

Q: Do we have to wait 20 days to unenroll a student?

A: If a parent has notified the school that they are withdrawing their child from the roll, they should be removed from the school roll immediately. A NEN task will be generated if they have not enrolled at another school within 20 days.

If a student is absent for 20 continuous days and has not provided a return date (e.g. because they are going overseas temporarily), they should be removed from the school roll immediately.

In all situations, please ensure you complete the correct Last Day of Attendance (the last day they were present at school (which may not be the date you withdraw them from the roll), use the appropriate reason for the withdrawal, and complete the Non Enrolment Notification in a timely fashion.

For more information about when schools must withdraw a student from the school roll, please see [ENROL rule 3](#)

Q: What do we do when a student that needs support has become unenrolled, but we know they are still in our community and not attending

A: You must inform the Ministry promptly, through ENROL, when students are no longer enrolled at your school. For more information on when to withdraw a student in ENROL please see [here](#)

You can make an immediate Non-Enrolment Notification (NEN) using ENROL when a student is withdrawn from your school roll for Continuous Absence. If you do not do

this, a NEN task will be generated the following day for you to complete. Please ensure that you record the students last day of attendance (not the date on which you action the withdrawal) when you withdraw the student.

You may make an immediate Notification when a student is withdrawn for any other reason, if you are concerned that they may not re-enrol in a timely manner. Again, please ensure that you record the students last day of attendance (not the date you action the withdrawal) when you withdraw the student.

You must make a Non-Enrolment Notification within 5 days of receiving a NEN task for any case. ENROL rule 4: <https://applications.education.govt.nz/enrol/enrol/enrol-rules>

Doing the above actions will result in a NEN referral being generated and sent to the AS provider in the appropriate location to support the non-enrolling student.

If you become aware of a student who is not enrolled in a school, and was not previously enrolled in your school, please advise your local Ministry of Education Office or your local AS provider. They will be able to take action to identify the student and ensure they are provided with appropriate support.

Q: We have a student who has moved to Australia (permanently), are we able to unenrol them now or do we need to wait the 20 days

A: You must withdraw (un-enrol) the student immediately when you have been advised they will not be returning. In this situation, please also ensure you use the 'Gone Overseas' leave reason, as this triggers an automatic check with Immigration NZ to ensure the student has in fact left the country.

Please see [Rule 3 of ENROL](#) to see what schools are required to do in ENROL when a student leaves.

Q: What happens if the student is now off the roll due to their chronic absence forcing us to have them removed from our roll. We know this student is still in the community and not enrolled anywhere. Agencies want them at school however this has not happened. What do we do for this at risk student who is only 9 years old.

A: Please ensure you withdraw the student from ENROL promptly and action the Non-Enrolment Notification Task when requested. Please put as much information as you can into the Non-Enrolment Notification (NEN). The Ministry will complete some checks to ensure the student is still in New Zealand and not enrolled and will then refer the case to the local Attendance Service provider. The Attendance Service Provider (ASP) will contact you to obtain any further relevant information you hold about the student.

If you are concerned about the safety and wellbeing of the student, you can make a s19 referral to Oranga Tamariki. If you are concerned about a risk of harm to the child you can make a Report of Concern to Oranga Tamariki.

Q: So you have to unenroll a child even if we know that they are back home for a holiday and we have a date when they will be returning?

A: No, this is a temporary absence as you have a return date. The student should remain on your roll. The G code is to be applied for students on holiday either overseas or in New Zealand.

Attendance Codes

Q: What are we to do with families who travel to their families during term time and stay for several weeks? In addition we have families who travel to Europe for the European summer and these trips are two to three weeks long in term time? Thoughts?

A: These students are on holiday during term time and should be coded as G – holiday during term time. It is a good idea to provide written communication to the parent that this absence is not approved by the school and that they are non-compliant with Section 36 of the Education and Training Act (2020)

The only exception is if there is an agreement for these students to be fully engaged in learning during their absence by using the school's on-line learning programme. The school would need to be able to verify that this engagement is occurring and that set work has been completed.

Q: Why is there such a huge difference between the attendance data we capture at school and the data that we receive in the EDM report?

A: Please contact the [Every Day Matters team](#) with your query. There are often very good reasons for this difference that can be explained by this team. One example is that some SMS do not remove the Code X – exam leave, from their calculations, however the Ministry data team does.

Q: How do we code students who have complex learning needs, that require shortened days, or transition plans for coming to school.

A: When the students on Transition Attendance Plan (TAP) or graduated transition plans are at school the appropriate attendance codes are applied. When they are unwell and unable to attend school, they can be recorded as M – medical absence or J – explained and approved. Alternatively, if the student is able to engage in learning while at home using an online learning system then the Q code - board approved off-site learning can

be applied. For some students the school may support with a range of different activities for the student to engage with. At times these students are attending different tutoring or activities that can be covered by Section 52, where the school can also use Code Q.

Q: Can you clarify if the expectation is to send letters for all children including M's and J's? If this was discussed I apologise I was having sound issues.

A: You need to manage students who reach thresholds, however this does not necessarily mean sending a letter if you have been in contact with the family and are well aware of the individual situation.

Q: How do senior schools go around coding the last 6 weeks of Term 4 where students are studying from home and coming in for scheduled exams. Currently we remove the student from the timetable for that period but this may not be the correct way.

A: Currently there are two ways of managing students during the exam period at the end of the year. Removing the year groups from the timetable is one option but the preferred option is using the X Code – exam leave. Whilst this does appear as a justified absence code, there is a note that indicates this code is not counted in Ministry attendance calculations. However, you may find that some SMS do include X as an absence, but this does not over-ride the EDM reports sent to your school at the end of each term.

Exam leave is guidance is currently under review.

Q: How long can a child be J (justified) for?

A: Section 45 of the Education and Training Act indicates that a principal can only exempt a student for no more than 5 consecutive days

Q: Will coding students J when told to stay home (ie. staggered start), affect the students STAR attendance rate?"

A: Yes. If Code J is applied to any absence it will contribute towards the AMP / STAR thresholds. In 2025 when students were told to stay home for rolling strikes, NZSBA advised schools to code these students with Q – Board approved off site learning. Opening and Closing for Instruction guidance is being reviewed and will be republished soon. Most schools chose not to use the Code J for this reason.

Q: With the new attendance requirements and reduced code set, what systems or processes do you recommend schools put in place to ensure consistent, accurate daily reporting across staff?

A: A staff presentation is important as essential information to new staff and a reminder to existing staff. Hard or electronic access to the Attendance code table is a tool to support staff. There needs to be someone in the school who can answer questions

about the application of codes to raise the level of consistency. Checking the use of the ? question mark code, is also a way of identifying if staff are unsure of which code to use. This is a temporary code that must be amended to a permanent code.

Q: I'm interested in having a further understanding of how the Health School can support mainstream schools feel at ease when a student is transitioning back to school on a part-time basis.

A: There is a range of ways a student can transition back to school and at the same time use attendance codes that are supportive of both the student and the school. Students can be dual enrolled with the school and Health School and / or Te Kura to manage the transition. A student can also have a Transition Attendance Plan (TAP) allowing part-time attendance whilst still engaging in learning at home or on-line. Presence codes can be applied when students are on site and when not on site the A code for Alternative Provision or the Q code for Board approved off-site learning could be applied.

Q: Do I send letters out to students who are still on holiday who have provided us with a return date? The letters don't address this issue and don't make sense in this situation.

A: Students who are on holiday have the G attendance code applied. This is an explained but not approved code that will contribute toward the AMP thresholds. At least one letter needs to be sent outlining that the absence is not board approved as well as a reminder of Section 36 of the Education and Training Act where it states the legal requirements of school attendance.

Attendance Management Plans

Q: ERO - Checks what does this look like (Attendance Management Plans)?

A: ERO is currently developing how it will ensure the quality of AMPs during its regular review cycle. We will follow up with more information when we have it at hand.

Q: is the expectation that schools are updating AMP daily with contact made in line with our STAR.

A: Schools monitor student attendance every day and are expected to understand the reasons for all absences as part of their usual attendance processes. This includes following up on each absence (both justified and unjustified) and responding appropriately in line with their AMP. Schools must record AMP response activities when a student reaches the threshold of 5, 10, or 15 days of absence within a term. See [here](#) for more information.

Q: Do schools use the IEP plan that the MOE gave us? Is STAR still a template we use?

A: Schools are able to use and adapt any of the templates provided as part of the [Stepped Attendance Response or Attendance Management Plan resources](#).