



# ATTENDANCE SERVICE NEWSLETTER

## Waiho i te toipoto, kaua i te toiroa Let us keep close together, not far apart.

The Attendance Service is now a team of 17 people. Under the Service there are three areas being delivered and they are the Attendance Service, the Attendance Engagement Strategy and Managed Moves Programme

Attendance has become the discussion point with this Coalition Government with the MoE Attendance + Engagement Strategy launched in 2023 for schools as well as the proposed developments on how the ACES Attendance Service responded to the changing needs and pressures of Auckland City Landscape.

New people bring range of new skills and experiences to complement the teams; however, the role of the Attendance Advisor

takes time and this includes establishing credible relationships with Auckland City Schools, connecting with whānau / families (ākonga when this is necessary) to have the conversations on why their child should be in school as well as defining the concerns preventing ākonga attending every day.

With change, concerns have been identified. For some schools the response and communication is different from previous years and an information document was sent on 9 May 2024 providing a brief overview of the role and responsibilities of ACES Attendance Service and the Attendance Advisor.

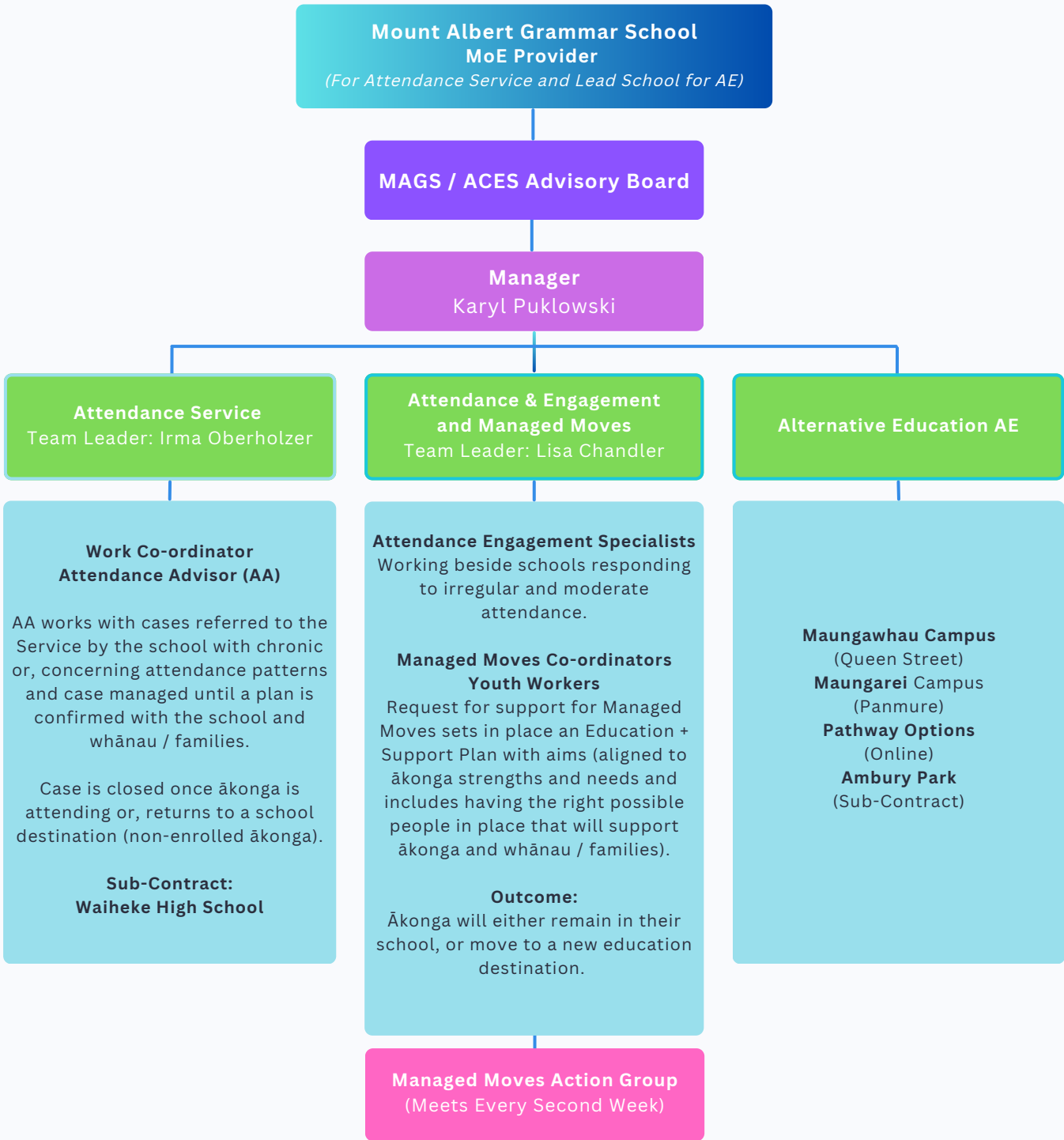
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"Why aren't I in school? I have an app that does that for me."

# ACES STRUCTURE



# ATTENDANCE SERVICE TEAM

MAY 2024

1. **Irma Oberholzer** – Team Leader and ASA Work  
Co-ordinator for the Attendance Service
2. **Linley Ashmore**
3. **Margie Dobbie**
4. **Ligi Huka**
5. **Mike Niuloa**
6. **Lisa Ropati** (started 1 May 2024)
7. **Aliitasi Sailimalo**
8. **Chloe Wales** (started 22 January 2024)
9. **Hayley Watson**

## New Team Members



**CHLOE WALES**  
Attendance Advisor

I am Chloe Wales, from the North East of England which faces a high rate of truancy and deprivation. I have a Bachelor's Degree in Childhood & Youth Studies and Level 3 Diploma in Youth Work Practice and lived in America, Australia and Canada which has given me opportunities to experience different cultures and lifestyles.

My work experience is varied, from running a youth centre within my community,

creating personal, social and emotional development programmes and workshops for student support around employment and education. I'm looking forward to my new role and believe every young person should have the support and opportunity to thrive.



**LISA ROPATI**  
Attendance Advisor

Introducing me, myself & I, Lisa Ropati. Being results driven, my core skills include building relationships based on cultural respect, loyalty & integrity, "I only promise what I can deliver." Being resilient I am always able to have a positive outlook in the face of adversity. I believe in never leaving anyone without imparting something of value to his or her basket of life. For me it is, He Tangata, He Tangata, He Tangata. I am driven to instill motivation and confidence in others, while seeking positive change.

While overseeing Ministry of Social Development & Ministry of Pacific People Contracts I specialised in working with: Sole Parents, Youth aged 15 years +, provided In-Work Support (pastoral care), Employment Coaching, Work based Train-

ing and Employment outcomes for anyone in receipt of main benefit 18+ years. I worked with clients with mild to moderated Mental Health distress. All roles encompassed working in collaboration and most times with whānau input \ support. During this time I built & maintained relationships with companies and their leaders and also recently completed my Level 5 Adult Teaching & Level 4 Certificate in Bi-cultural Social Practice and look forward to applying this to my daily work. When I am not working I spend time with my family and grandchildren & a grand-dog named Sormi.

# National Attendance Service Overview

MAY 2024

The Attendance Service is a national service supporting ākonga who are chronically absent from school or not enrolled, to enrol and regularly attend. To do this the Attendance Service works with ākonga and their whānau, schools and kura, iwi and hapū, community partners and agencies to address the root causes of non-attendance which are often diverse and complex. Services must work within the context of the family and whānau to achieve a sustainable return to school.

## ACES Attendance Service

- Will respond to unjustified absence referrals and non-enrolment notifications from schools / kura in a timely manner, and locating the ākonga to return to education or another legal learning environment
- Team Leader receives the notification and triages the case
- (reviews previous information) and allocates to the AA
- AA receives the case and will respond within 48 hours to inform the school they have received the notification and if needed, request any further information
- Reports to the MoE mid-year and annually
- Reports to ACES Advisory Group

## How will ACES do this?

(Work-Coordinator)

- The Work Co-ordinator monitors all cases using the internal structures developed to support AA role
- Identify cases that are re-referred and provide history to AA
- Note any patterns e.g. number of NEN notifications from an area and ākonga not being referred to the Service before
- Monitor the KPIs
- Ensure internal reporting systems are being used
- Guide and support the AA with their core roles and responsibilities

## How will ACES do this?

(Attendance Advisors)

- AA connects with whānau / families (and ākonga if needed) to define the concerns in the home (this may take several visits) to connect and identify the concerns of why ākonga is not in school
- AA reports to the referring school (at least once a week) to keep them updated and this can be via ASA, 1/1 meeting, email or phone (and/or all of these)
- AA will manage the case based on needs and concerns and this may include referring to other Agencies.
- Once ākonga has returned and attendance is stabilised, a support plan is developed and confirmed in negotiation with the School, whānau / families (ākonga when needed) and AA will close the case.
- Case notes are updated in ASA at least once a week
- AA notes reflects visit to schools, conversations with professionals and any face to face or, other forms of contacts with whānau / family
- When there is a case that whānau / family are not engaging with the Service or School, AA will discuss the options with the school of the next layer of urgency, e.g. Notification to Oranga Tamariki
- Ask Police to do a wellbeing visit
- AA maintains ACES internal record-keeping and this includes
- Overdue cases
- School visits
- External meetings aligned to different cases
- Projects they are working on

## Key Performance Indicators

**KPI 1:**  
**Ākonga returns to a legal learning environment following an unjustified absence referral within 40 school days.**

**KPI 2:**  
**No more than 10% of UA referrals are re-referred more than two times in one school year.**

**KPI 3:**  
**All NEN cases open longer than six months must have a plan in place to re-engage the ākonga back into school or a learning environment. The plan must include options that result in a case closure within the following two months.**

**a)**  
**Cases open longer than six months have a plan in place**

**b)**  
**These plans are executed, resulting in NEN case closure within 2 months**



## 2023 Key Performance Indicators

| KPI One<br>Ākonga returned to a legal learning environment following Unjustified Absence (UA) referral within 40 School Days is at least 75% |       |
|--|-------|
| Number of UA cases opened  | 1,114 |
| % of cases closed within 40 school days  | 83%   |
| KPI Two<br>No more than 10% UA referrals are referred more than 2 times in one school year   |       |
| Total number of students not referred  | 991   |
| 1%   |       |

| KPI Three | Non Enrolled Cases Opened | Non Enrolled Cases Closed |
|-----------|---------------------------|---------------------------|
|           | 738                       | 646                       |

All Non-Enrolled cases open longer than 6 months must have a plan that confirms ākonga “return to education setting”. The plan must include options that results in a case closure within the following two months.

| Months Open | Number of Open NE Active Cases: |
|-------------|---------------------------------|
| 0 to 3      | 72                              |
| 4 to 6      | 61                              |
| 7 to 9      | 14                              |
| 10 to 12    | 6                               |
| 13+         | 18                              |
| Total       | 161                             |

### KPI 3:

All NEN cases open longer than six months must have a plan in place to re-engage the ākonga back into school or a learning environment. The plan must include options that result in a case closure within the following two months.

### KPI 3A (up to 100%)

- 97%. KPI is met.

**3%** (1 / 38 cases no plan had started as status was OVERDUE at the time received by ACES and yet to start).

### KPI 3 B (up to 75%)

24 / 30 (cases open at Mid-Term 2023 Report for 6 months or more are now closed).

- 80%. KPI is met.

## Auckland City Attendance Data Overview 2021 – 2023

| Referrals        | 2021 | 2022 | 2023 | Grand Total |
|------------------|------|------|------|-------------|
| NEN              | 796  | 1298 | 1092 | 3186        |
| Operation Attend | -    | 416  | 278  | 694         |
| 7 to 9           | 694  | 1097 | 1113 | 2904        |
| Grand Total      | 1490 | 2811 | 2483 | 6784        |

### Hours attached to case

| Year | Total Hours | Hours / Case |
|------|-------------|--------------|
| 2021 | 6041 hrs    | 4.05hrs/case |
| 2022 | 8095 hrs    | 3.37hrs/case |
| 2023 | 7819 hrs    | 3.55hrs/case |

### Referrals (Based on Auckland City Local Boards:

| Auckland City Boards | 2021 | 2022 | 2023 |
|----------------------|------|------|------|
| AE                   | 272  | 83   | 59   |
| Albert-Eden          | 142  | 268  | 220  |
| Great Barrier        | 2    | 1    | 1    |
| Maungakiekie-Tamaki  | 405  | 980  | 832  |
| Orakei               | 136  | 342  | 264  |
| Puketapapa           | 128  | 225  | 180  |
| Waiheke              | 9    | 18   | 26   |
| Waitemata            | 137  | 223  | 203  |
| Whau                 | 95   | 251  | 272  |
| Other                | 364  | 420  | 426  |
| Grand Total          | 1490 | 2811 | 2483 |

ACES Attendance Service has kept its own Database since the Service started and from this information can gather information specific to:

- School / kura
- Kāhui Ako
- Principals' Cluster
- RTL Cluster
- Auckland City Boards


If you would like information specific to your area you can contact your Attendance Advisor or, go directly to Irma Oberholzer who can extract this information.

| Auckland City Boards                         | 2021        | 2022        | 2023        |
|--|-------------|-------------|-------------|
| Beginning of year Enrolment (NEN)            | 23          | 90          | 42          |
| Behavioural Issues                           | 13          | 9           | 14          |
| Bullying                                     | 18          | 19          | 27          |
| Condoned Unjustified Absences                | 181         | 399         | 315         |
| Continuous lateness                          | 13          | 4           | 7           |
| Disengaged from learning                     | 106         | 143         | 213         |
| Drug or alcohol issues (family)              | 1           | 2           |             |
| Drug or alcohol issues (student)             | 2           | 1           |             |
| End of Schooling                             | 4           | 24          | 22          |
| Enrol not updated (NEN)                      | 42          | 51          | 54          |
| Epidemic (Measles)                           |             | 3           |             |
| Extended Holiday                             | 5           | 3           | 9           |
| Family Budget Issues                         | 9           | 13          | 10          |
| Family transience - Housing Issues           | 127         | 95          | 59          |
| Family transience - moved out AKL            | 192         | 334         | 303         |
| Family transience - within AKL               | 24          | 43          | 44          |
| Gang Involvement                             | 5           | 7           | 2           |
| Gone Overseas                                | 77          | 172         | 205         |
| Immigration/Visa /Document Issues            | 4           | 8           | 2           |
| Inadequate transport system                  | 1           |             | 1           |
| Incorrectly allocated (NEN)                  | 29          | 92          | 38          |
| Issue with a peer                            | 10          | 9           | 5           |
| Issue with a teacher                         | 3           | 10          | 13          |
| School did not meet student needs            | 33          | 61          | 37          |
| Mental Health (family)                       | 5           | 14          | 8           |
| Mental Health (student)                      | 70          | 75          | 95          |
| Natural disaster e.g. Floods                 |             | 2           | 3           |
| NEN - End of year                            | 115         | 148         | 158         |
| No money for Food, Stationary, Uniform       | 6           | 28          | 19          |
| On-going medical condition                   | 23          | 35          | 29          |
| Peer pressure                                | 1           | 5           | 4           |
| Poor health (whānau / family member)         | 26          | 58          | 37          |
| Poor health (student)                        | 14          | 13          | 21          |
| Pregnant                                     | 1           | 2           | 1           |
| Responsibilities in the home                 | 11          | 15          | 15          |
| School Admin Error                           | 6           | 15          | 10          |
| Serious Misconduct                           | 11          | 17          | 16          |
| Special Needs                                | 6           | 1           | 4           |
| Struggling in Classroom                      | 14          | 11          | 13          |
| Student taken off the school roll (was a UA) | 32          | 52          | 48          |
| Tangi  | 12          | 12          | 20          |
| Transport issues                             | 12          | 18          | 27          |
| Unstable home environment                    | 85          | 111         | 121         |
| Unwell (common illness)                      | 83          | 154         | 95          |
| In-school absence                            | 6           | 1           | 3           |
| Whānau Responsibilities                      | 29          | 16          | 36          |
| <b>Grand Total</b>                           | <b>1490</b> | <b>2395</b> | <b>2205</b> |

| Ethnicity                | 2021       |            | 2022        |             | 2023        |             |
|--------------------------|------------|------------|-------------|-------------|-------------|-------------|
|                          | F          | M          | F           | M           | F           | M           |
| <b>African</b>           | 1          | 6          | 6           | 13          | 8           | 12          |
| <b>Chinese</b>           | 15         | 18         | 43          | 44          | 36          | 28          |
| <b>Cook Island Māori</b> | 57         | 51         | 113         | 122         | 119         | 102         |
| <b>Fijian</b>            | 3          | 8          | 10          | 13          | 6           | 7           |
| <b>Indian</b>            | 20         | 24         | 34          | 30          | 42          | 24          |
| <b>Latin America</b>     | 1          | 7          | 9           | 15          | 7           | 12          |
| <b>Māori</b>             | 315        | 285        | 570         | 526         | 454         | 436         |
| <b>Middle Eastern</b>    | 9          | 17         | 25          | 24          | 27          | 25          |
| <b>Niuean</b>            | 27         | 33         | 46          | 51          | 48          | 32          |
| <b>Other</b>             | 1          |            | 3           | 2           | 1           | 4           |
| <b>Other Asian</b>       | 13         | 17         | 15          | 19          | 16          | 24          |
| <b>Other European</b>    | 21         | 22         | 30          | 33          | 27          | 24          |
| <b>Pasifica</b>          | 3          | 6          | 9           | 7           | 10          | 13          |
| <b>Pakeha</b>            | 86         | 98         | 160         | 157         | 159         | 152         |
| <b>Samoaan</b>           | 66         | 71         | 139         | 157         | 158         | 126         |
| <b>Southeast Asian</b>   | 8          | 12         | 10          | 13          | 22          | 19          |
| <b>Tongan</b>            | 75         | 93         | 189         | 171         | 159         | 142         |
| <b>Unknown</b>           | -          | 1          | 2           | 1           | -           | 2           |
| <b>Grand Total</b>       | <b>721</b> | <b>769</b> | <b>1413</b> | <b>1398</b> | <b>1299</b> | <b>1184</b> |

| Year Level         | 2021       |            | 2022        |             | 2023        |             |
|--------------------|------------|------------|-------------|-------------|-------------|-------------|
|                    | F          | M          | F           | M           | F           | M           |
| <b>0</b>           | 1          | 3          | 9           | 6           | 4           | 9           |
| <b>1</b>           | 41         | 57         | 79          | 64          | 69          | 71          |
| <b>2</b>           | 48         | 47         | 109         | 103         | 88          | 61          |
| <b>3</b>           | 32         | 38         | 83          | 77          | 88          | 75          |
| <b>4</b>           | 32         | 41         | 85          | 85          | 63          | 67          |
| <b>5</b>           | 33         | 49         | 75          | 90          | 52          | 67          |
| <b>6</b>           | 46         | 47         | 112         | 107         | 75          | 82          |
| <b>7</b>           | 44         | 52         | 95          | 102         | 88          | 72          |
| <b>8</b>           | 99         | 109        | 209         | 220         | 147         | 170         |
| <b>9</b>           | 79         | 75         | 165         | 132         | 155         | 130         |
| <b>10</b>          | 117        | 108        | 168         | 195         | 234         | 208         |
| <b>11</b>          | 102        | 114        | 146         | 161         | 164         | 134         |
| <b>12</b>          | 38         | 25         | 56          | 43          | 57          | 21          |
| <b>13</b>          | 9          | 4          | 22          | 13          | 15          | 17          |
| <b>Grand Total</b> | <b>721</b> | <b>769</b> | <b>1413</b> | <b>1398</b> | <b>1299</b> | <b>1184</b> |

## The Attendance & Engagement Team and Managed Moves Programme Team

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1. **Lisa Chandler** – Team Leader and Managed Moves Co-ordinator
  2. **Malcolm Peak** – Managed Moves Co-ordinator
  3. **Rowena Aiono**
  4. **Andrea Chauval**
  5. **Samina Hassan**
  6. **Samer Mistry**
  7. **Mustafa Qureshi** – Youth Worker
  8. **Evander Muagututia (Tia)** – Youth Worker until June 2024.

### Attendance and Engagement Overview

#### The Attendance and Engagement Strategy

The purpose of the roles is to support schools and kura to turn around irregular and moderate absence patterns before they become entrenched and persistent.

- Person will be working across and / or within schools and / or kura
- Will provide support within schools and kura to analyse and identify patterns of attendance and can support the development of a plan towards setting in place consistent processes to manage attendance
- Will engage and support ākonga Māori and their whānau, Pasifika learners and aiga with the aim to reduce ākonga falling into chronically absent patterns of attendance
- Work beside key stakeholders within the community (e.g. Pasifika or Māori Services, Agencies and Community Groups) to have the “right conversations” (supported by data) to address the reasons and concerns of the barriers preventing attendance

## Key Functions

### Beside school / kura or a Kākui Ako

- Identify irregular and moderate absence within the specific communities of Auckland City.
- With data and information analysis from the findings, set in place the "right conversation".
- From findings, inform schools / kura and communities to consider what will be the effective options to turn irregular and moderate absence around.
- Support schools / kura or Kāhui Ako to put effective processes and systems in place.
- Establish effective connections to build sustainable relationships with schools / kura or Kāhui Ako, Iwi and Hapu as well as Pasifika Community Leaders.

## How will we do this?

### Attendance Engagement Specialists

1. Connect and negotiate a working relationship with school / kura or a Kākui Ako
2. Use data and information gathered to identify where attitudes, behaviours, practices, systems and processes are affecting engagement and attendance  
*For example:*
  - Workload in a school / kura impacts on managing attendance
  - School's Attendance Policy
3. From a school / kura or a Kākui Ako formulate the "*right conversation*" and possible "*reporting tool*" that is shared and used to guide for best practice
4. Consider a range of responses that effect change particularly for ākonga Māori and their whānau, Pasifika learners and aiga as well as other ethnic or religious learners and families
5. Supporting the implementation of effective processes and systems (a one school approach to managing attendance) within a school / Kura or Kāhui Ako and the school's community
6. Hold "*conversations*" across different communities to share best practices and asking them how they can support lifting attendance
7. Collaboration with Māori, Iwi and Pasifika groups as well as Agencies that can support different levels of decision making needed to lift attendance and engagement
8. Connectedness and trust across communities is established and there are working partnerships promoting sustainable and effective models in place of working together

## Key Objectives

### #1:

**Working with schools and kura with ākonga from Years 1-12 who are irregularly or moderately absent from school**

### #2:

**A facilitation function supporting universal and targeted attendance responses and tailor and support options for a school, kura or group and/or community**

### #3:

**Supporting and connecting across the community to lift irregular school attendance  
Give priority through immediate action to the key requirements of the MoE Attendance Service Agreement 2023 – 2025**





## Operation Attend Project

Attendance and Engagement Team with Attendance Advisors will continue with the Operation Attend Project and future planning includes bringing this model to other areas of Auckland City.

The model is a partnership between the Schools, ACES, ATWC and driven by the Police and includes wellbeing visits to whānau/families that the schools have referred to the Operation. The next month after Operation Attend the professionals come together and pack goods (e.g. food, basic medical needs, stationary specific to the home) and this is delivered by the group.

To set this up in other areas will involve working with the local Police in the area as well as accessing the community connection and Schools.

- Watch this Space for your Area.

## Managed Moves Programme Model

Managed Moves model is setting in place an Education and Support Plan with the Right People and central to this plan will be ākonga and whānau / families.

The plan can include ākonga staying within the enrolling school or moving with a transition plan to a new educational destination with the resources of a **Team** in place who ākonga and their whānau / family have agreed upon.



Got to next page to see **Managed Moves Outcomes**



## Outcomes



Ākonga remains (or returns) to an education destination aligned to their personal needs and aspirations.

### Ākonga Referred to Managed Moves

- Ākonga Referred to Managed Moves
- Ākonga who are not responding to strategies the school has implemented to support engagement  
**E.g.** Attendance Service and has not worked
- Ākonga has several Agencies / Services attached and can be:
  - In a School
  - Non-Enrolled
  - Several stand downs and further incidents may likely lead to a suspension

### ACES Managed Moves

- Receives Request for Support
- Maintains a Database of confirmed cases to collect valuable data
- Monitors cases using internal structures in place
- Monitor Youth Worker Caseloads
- Attends Managed Moves Action Group Meetings
- Reports to the MoE mid-year and annually
- Reports to ACES Advisory Group

### Managed Moves Co-ordinator & Youth Worker

- Gathers Information from Request for Support and based on information and feedback will open case
  - Meets with Whānau / ākonga to listen to their concerns and complete Whānau Consent Form (if not completed)
  - Sits with enrolling School to hear their concerns and identified what has worked (or not)
  - Connects with professionals attached (or yet to be attached)
  - Sets in place a Whānau / Ākonga Managed Moves Meeting with key people and from this the Education and Support plan is created with actions
  - Connects with key people on their tasks within the Education and Support and based on outcomes being met (or not) adjusts the plan
  - Maintains ongoing relationships with ākonga and whānau / family for their feedback on the plan
  - Co-ordinates review meetings and based on feedback and data (e.g. ākonga engagement) will close case or, update Education and Support Plan

### Role of The Action Group

1. Representation (within an area) can include:
  - ACES Managed Moves
  - SW Oranga Tamariki C+P and/or YJ
  - Health
  - MoE Support and Engagement
  - Police e.g. Youth Aid
  - Health
  - School (ākonga enrolling school)
2. Schools, Agencies and Services will follow their Organisations' rules for sharing of information  
**E.g.** Share information and can confirm to be (or not) included in the minutes.
3. Action Group meets every two weeks with the YCT meeting group Meeting is case specific and actions are confirmed to strengthen ākonga Education and Support Plan
4. Meeting discussion covers key concerns (education, health, wellbeing & behaviour)

The ACES / Mount Albert Grammar School ADVISORY GROUP

As part of the MoE Agreements ACES delivers an Advisory Group which is a requirement to support and strengthen the strategic direction of ACES. The Advisory Group is in place with the following Agreements.

- 1. Alternative Education
- 2. Attendance Service with Managed Moves Programme

The functions of the group is to:

- 1. Provide feedback on delivery of agreements
- 2. Provide strategic advice
- 3. Provide professional guidance (from the respective areas) to strengthen the Managed Moves Model
- 4. Consider potential projects and can include setting in place terms of reference
- 5. Maintain oversight of emerging risks and current issues in Auckland City
- 6. Agree on communications’ strategies needed for major stakeholders
- 7. Advocacy

| ADVISORY GROUP               | DESTINATION  |
|------------------------------|--|
| Pat Drumm                    | Headmaster, Mount Albert Grammar School                            |
| Corey Todd                   | DP, Mount Albert Grammar School holds the AE Portfolio             |
| Ivan Davis                   | Principal, Western Springs College                                 |
| Susan Fuiavaillili           | Nurse Lead I School Based Health Team I Community Nurse Prescriber |
| Michael Mains                | Principal, Blockhouse Bay Intermediate                             |
| Robyn Curry                  | Principal, Te Papapa School  |
| Jenny Janif                  | Kaitohutohu Matua   Senior Advisor (migrant / refugee)             |
| Maryanne O'Hare              | MoE   Manager, Integrated Services (C&E)                           |
| Chris Herlihy                | Principal, Glen Taylor   |
| Nick Coughlan or, Emma Beale | Principal, One Hill College AP One Tree Hill College               |
| Adam King                    | Sgt, Youth Engagement  |
| Neil Penfold                 | DP, Selwyn College   |

## The Challenges (the concerns and needs)

- ASA
  - Cannot produce reports (internal systems need to be used to create information).
  - AA cannot send case notes and must email notes or meet with the school.
  - The actual document (case notes on ASA) is up to 5 pages or more and the School has to skip the pages before they can read the case notes.
- Temporary or emergency housing and the challenges this creates enrolling in the local zone school.
- New Housing complexes and the difficulties to get inside and connect with whānau / family
- Cost of living in Auckland and this includes the “start-up cost enrolling into a school”.
- Lack of transport options for whānau / families.
- Health (mental wellness) in the home with whānau members or, ākonga.
- Disengaged Youth (either needing to find employment to support the household or, unable to see a future).
- Referrals received from other areas and upon receiving them, the time ākonga has had out of school (longest time is 2 years).
- Capacity of Agencies or Services responding to referrals from the Service.
- Lack of coordination between Agencies and Service with some cases and people within the group working in isolation or not allowing information to be shared that could resolve a case.
- Increased challenge connecting with some whānau / families and includes no responses to cold-calls, calling and texting, even when left with the ACES 0800 number.
- Search Engines Attendance Service can access e.g. MSD who can confirm addresses for some cases are often out-of-date especially when it comes to whānau / family living in temporary arrangements.



**Kia tāea = Kia akoranga = Kia angitū.**

**He waka eke noa tātou.**

**Arrive / Attend = Learning = Success / Opportunity.**

**We are all in this together.**