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Introduction

The Ministry of Education collects March and July roll returns from schools every year. The Ministry also collects June and September returns from state and state-integrated schools with students in funding year levels nine to 15.

The Ministry uses the roll return data:
» to fund and staff schools
» to support policy analysis
» to monitor the results of the New Zealand education system
» for national and international reporting.

Who are these guidelines for?

These guidelines support school staff responsible for school roll returns, including:
» principals – responsible for their school’s roll returns overall
» staff that principals may delegate to complete the roll returns.

These guidelines are for all New Zealand schools including state schools, state-integrated schools, private schools and partnership schools.

These guidelines apply to all school types:
» Contributing schools (years one to six).
» Full primary schools (years one to eight).
» Intermediate schools (years seven to eight).
» Composite schools (years one to 15).
» Restricted composite schools (years seven to 10).
» Special schools.
» Secondary schools (years seven to 15).
» Secondary schools (years nine to 15).
» Correspondence School.

Student management systems

Schools with or without Student Management Systems (SMS) can use these guidelines. For information about SMSs go to:

Downloading the guidelines

You can download these guidelines on the Education Counts website:
» http://www.educationcounts.govt.nz/goto/guidelines

Ministry contact details

For further information about completing your roll return contact:
📞 Phone: 04 463 0915
ifax: 04 471 2183
✉ Email: school.returns@education.govt.nz
💌 Post: Free Post Authority Number 159045
Data Collection Unit
Ministry of Education
P O Box 1666
Wellington
Privacy

Collecting personal information

The Education Act allows the Ministry to collect personal information about New Zealand school students. Most schools enter student information into student management systems (SMS) and send it electronically to the Ministry as part of the roll returns. Schools also enter some information in ENROL.

Information privacy

The Ministry treats student information in accordance with the requirements of the Privacy Act. The Ministry restricts access to this information to approved personnel within the Ministry.

Ministry of Social Development

The Ministry has an information sharing agreement with the Ministry of Social Development to share specific information for the Youth Service initiative.

Ministry of Health

The Ministry of Education shares information about five year olds enrolled in school with specific Ministry of Health professionals as part of the B4 School Check Initiative, to help identify which students have or have not been offered the B4 School Check. The B4 School Check is a nationwide programme offering a free health and development check for 4-year-olds.

Other Information Sharing Agreements

The Ministry will let schools know of any new information sharing agreements.

Other information releases

The Ministry will only release summarised information to the public. The Ministry will not release information that identifies individuals to any other person, group, or agency outside the Ministry unless authorised or required by law to do so.

Privacy Statement for School Enrolment Forms

Below is a privacy statement your school can use on its enrolment forms.

<table>
<thead>
<tr>
<th>Privacy Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school collects the information on this form to:</td>
</tr>
<tr>
<td>» enrol your child at school</td>
</tr>
<tr>
<td>» assess the educational needs of your child</td>
</tr>
<tr>
<td>» ensure the school gets the correct resources from the Ministry of Education for your child.</td>
</tr>
</tbody>
</table>

The school collects and uses your child’s information in accordance with the Privacy Act. The school sends some of your child’s information to the Ministry of Education and other education and health agencies. The school will not provide your child’s information to any other people or organisations without your authorisation, except in accordance with the Privacy Act.
Below is a privacy statement your school can use on its enrolment forms.

<table>
<thead>
<tr>
<th>Privacy Statement for School Enrolment Forms (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Youth Service</strong></td>
</tr>
<tr>
<td>The Ministry of Education shares your address and phone number information with the Ministry of Social Development (MSD) as part of the Youth Service initiative. Youth Service identifies young people who may have difficulty finding future employment, training or further education. Youth Service uses the contact information to find these young people and support them into education or training when they leave school.</td>
</tr>
<tr>
<td><strong>B4 School Checks</strong></td>
</tr>
<tr>
<td>Before School Health Checks: The Ministry of Education shares information about five year olds enrolled in school with Ministry of Health professionals as part of the B4 School Check (B4SC) Ministry of Health initiative.</td>
</tr>
<tr>
<td><strong>Accessing or changing your information</strong></td>
</tr>
<tr>
<td>Contact the school if you want to view or change your child’s information.</td>
</tr>
</tbody>
</table>

**Notes for schools**

Your privacy statement should explain to parents that your school doesn’t need parental consent to send roll return and ENROL information about their child to the Ministry.

State what you send and don’t send to the Ministry. Schools won’t send all the data they collect to the Ministry. For example, you don’t send information about emergency contacts or custody arrangements in the roll returns.

**Information privacy – boards of trustees**

The Ministry collects some board of trustees’ information through the roll returns.

The Ministry makes the names of board of trustees available to the public. The Ministry treats other information collected about individual members in accordance with the requirements of the Privacy Act.

**Information privacy – staff employed by boards of trustees**

The Ministry collects some staff information through the roll returns.

The Ministry treats staff information in accordance with the requirements of the Privacy Act. The Ministry restricts access to this information to approved personnel within the Ministry.
### What’s new in 2016

#### Outline
The Ministry has changed the roll returns as follows:
» Completing audit class lists will be optional.
» We’re separating the school roll data from other supplementary information we usually collect in March.
» We’re moving to only electronic data supply of roll returns, eliminating paper-based roll return forms.
» We’ll be letting you know by email that we’ve received your electronic roll return.
» We’ll be getting back to you sooner with any questions we have with your submission.

#### Paper-based rolls no longer collected
From 2016, the Ministry will no longer collect paper-based rolls from schools using student management systems (SMS). Schools that don’t use an SMS will be able to submit an electronic copy of their roll tables. Read more on page 11.

#### Web forms for non-funding data
Parts of the paper-based roll return form will be replaced by a web form. This will be collected in mid-March separate to the roll return.

#### New STP codes
Three new Secondary Tertiary Programme providers have been added to the code list, and three existing providers have changed their names. See the updated code list on page 75.

#### Update your SMS
Update your SMS to the latest version. The latest SMS versions meet all the 2016 roll return changes.

View the latest SMS versions approved for Roll Returns 2016 on:
# Key dates for Roll Returns and ENROL

<table>
<thead>
<tr>
<th>Term</th>
<th>Date</th>
<th>Event</th>
<th>Steps</th>
</tr>
</thead>
</table>
| Term one   | Early Feb | Enrol new and transferring students in ENROL and your SMS | All schools should:  
1. Update ENROL with year seven and nine students from contributing and primary schools. Use *batch processing* in your SMS if possible.  
2. Enrol other transferring students. Your SMS can list transferring students and sort by previous school and year level.  
3. Create new records in ENROL for new entrants and other students enrolling in a New Zealand school for the first time. |
| Term one   | Mid Feb  | Prepare for your March return              | Your March 2016 School Roll Return pack should arrive mid-February.  
Get your SMS ready:  
1. Install the latest version of your SMS.  
2. Ensure data entry is up-to-date.  
3. Trial your roll return process until you resolve all errors.  
4. Make sure your principal has been set up as the roll return approver in your SMS (where Electronic Approval is available). |
|            | 1 Mar    | Roll count date                            | The March 2016 School Roll Return count date.                         |
|            | 14 Mar   | March return due date                      | Upload your Electronic Roll Return (.moe file) by 14 March 2016.      |
| Term two   | Mid May  | Prepare for your June return               | Secondary level schools should prepare for the June 2016 Roll Return.  
Get your SMS ready:  
1. Install the latest version of your SMS.  
2. Ensure data entry is up-to-date.  
3. Trial your roll return process until you resolve all errors.  
4. Make sure your principal has been set up as the roll return approver in your SMS (where Electronic Approval is available). |
|            | 1 Jun    | Roll count date                            | The June 2016 School Roll Return count date *(for state and state-integrated schools only)* |
|            | 10 Jun   | June return due date                       | Upload your *approved* Electronic Roll Return (.moe file) by 10 June 2016. |

*Continued next page*
### Key dates for Roll Returns and ENROL, Continued

<table>
<thead>
<tr>
<th>Term</th>
<th>Date</th>
<th>Event</th>
<th>Steps</th>
</tr>
</thead>
</table>
| Term two  | Mid Jun  | Prepare for your July return               | Your July 2016 School Roll Return pack should arrive mid-June.  
Get your SMS ready:  
1. Install the latest version of your SMS.  
2. Ensure data entry is up-to-date.  
3. Trial your roll return process until you resolve all errors.  
4. Make sure your principal has been set up as the roll return approver in your SMS (where Electronic Approval is available). |
|           | 1 Jul    | Roll count date                            | The July 2016 School Roll Return count date.                                                                                                                                                                                                                                                                                           |
|           | 13 Jul   | July return due date                       | Upload your approved Electronic Roll Return (.moe file) by 13 July 2016.                                                                                                                                                                                                                                                            |
| Term three | Mid-Aug  | Prepare for your September return          | Secondary level schools should prepare for the September 2016 Roll Return.  
Get your SMS ready:  
1. Install the latest version of your SMS.  
2. Ensure data entry is up-to-date.  
3. Trial your roll return process until you resolve all errors.  
4. Make sure your principal has been set up as the roll return approver in your SMS (where Electronic Approval is available). |
|           | 1 Sep    | Roll count date                            | The September 2016 School Roll Return count date (for state and state-integrated schools only).                                                                                                                                                                                                                                      |
|           | 12 Sep   | September return due date                  | Upload your approved Electronic Roll Return (.moe file) by 12 September 2016.                                                                                                                                                                                                                                                        |
| Term four | Mid Nov – Dec | Withdraw leaving students in ENROL and SMS | Use your SMS to sort leavers by the school they intend to transfer to. Sort year-six and year-eight students by Leaving Reason.  
Use Batch processing in your SMS to withdraw year-six and year-eight students, and then withdraw other students leaving your school.                                                                                                              |

---

2016 Roll Return Guidelines  9
**Introduction**

In 2016, the Ministry will collect two roll returns from all schools:

- March 2016.
- July 2016.

The Ministry will also collect two other roll returns from state and state-integrated schools with year nine to 15 students:

- June 2016.
- September 2016.

### Which roll returns do I complete?

The table below shows the roll returns each school type needs to complete.

<table>
<thead>
<tr>
<th>School authority type</th>
<th>School type</th>
<th>March</th>
<th>June</th>
<th>July</th>
<th>Sept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private schools</td>
<td>All types</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Partnership schools</td>
<td>All types</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>State and stage integrated</td>
<td>Primary and Intermediate</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Composite</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Special</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
# Electronic Roll Return (.moe file)

## Introduction

In 2016, the existing Electronic Roll Return (.moe file) will replace the old paper-based form as your official roll return.

## How is this different from previous years?

The main difference from previous years is schools will not need to send paper-based returns. Running your roll return in your Student Management System (SMS) hasn’t changed, except if your SMS has an Electronic Approval function. In this case, your principal will need to approve the return on screen before it can be sent to the Ministry.

## What is Electronic Approval?

Electronic Approval is a new SMS function that allows a principal to check and approve their return on screen in their SMS before it can be sent to the Ministry. This replaces the declaration principals used to sign on the paper-based forms. The following SMS have implemented Electronic Approval:

- KAMAR
- MUSAC Classic and Edge
- eTAP

Schools with SMSs that don’t have Electronic Approval yet will be sent a declaration to confirm their roll file is true and accurate.

## What if my SMS doesn’t have Electronic Approval?

We will be able to tell which schools are missing the approval information, so we will email a declaration form to the principals of these schools. These principals will need to sign this declaration and scan and email it back to the Ministry. As the remaining SMS vendors implement Electronic Approval we will phase out the use of this declaration form.

## What if my school doesn’t have an SMS?

Schools without an SMS will need to complete a roll return spreadsheet and submit that using the Ministry’s secure online portal. The Excel spreadsheet along with instructions for using the portal will be available on Education Counts:


## More about the Electronic Roll Return

The Electronic Roll Return has been a reliable way of sending roll data that has been improved over many years. It remains largely unchanged from previous years, except we have added the following Electronic Approval data fields:

- Approver name.
- Approver role.
- Approval date.

We’ve also added the same summary funding data that shows on some of the roll return table printouts. For a full list of fields in the return refer to the Student Management System Roll Return Specifications on Education Counts:

## New web forms

### Introduction
The Ministry is developing new web forms to collect data that isn’t in the Student Management Systems (SMS).

### What information will be collected?
Our first web form will be used to collect non-funding data previously collected in the paper-based March Roll Return form. The question areas include:

- Non-NQF qualifications provided
- Teaching staff at private schools
- Peak rolls
- Off-site classes, units or activity centres
- Vacancies for full-time permanent teachers
- Limited term appointments.

### When will this collection happen?
The web form will be sent to schools mid-March after most schools will have completed the Electronic Roll Return.

We’re separating this collection from the Electronic Roll Return because it does not affect school funding or staffing. We also think it’s unfair to ask schools to do something new during an already critical collection.

### What’s next?
Once this trial is over we will look at using web forms to replace other paper-based collections.
Roll Return Mail out

Introduction
Many schools told us they like to receive a roll return reminder in the post, so we’re continuing the roll return mail-out.

What will be in the mail-out?
The new mail-out will include:
» a cover letter with key information for schools
» roll audit information
» surveys to collect some data we cannot collect electronically yet.

Web forms
The Ministry is developing web forms to collect data previously collected on paper-based forms. Eventually we will be able to replace the survey inserts listed below.

Inserts
The table below lists the inserts for 2016 and the collections they’re sent with:

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert-C <em>(State and state-integrated schools only)</em></td>
<td>Board of Trustees Membership</td>
<td>March</td>
</tr>
<tr>
<td>Insert-P <em>(All schools)</em></td>
<td>Privacy Statement for ENROL</td>
<td>March</td>
</tr>
<tr>
<td>Insert-E <em>(State and state-integrated schools only)</em></td>
<td>Loss of Permanently Appointed Teachers</td>
<td>July</td>
</tr>
</tbody>
</table>

Note: As this is a Board of Trustees triennial election year, no Insert Cs will be sent with the July roll return.
Student management system (SMS) table printouts

Introduction

Your student management system (SMS) creates roll return tables when you run your roll return. You should keep copies of these tables but you no longer need to send them to the Ministry.

Important

You don’t need to send the Ministry copies of the tables. We will use the Electronic Roll Return (.moe file).

Which tables should you keep?

You need to keep some of the SMS tables for your records. The table below lists the roll return tables your SMS can create and the ones you should keep for your records.

<table>
<thead>
<tr>
<th>Table name</th>
<th>March</th>
<th>July</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SMS table</td>
<td>Keep?</td>
</tr>
<tr>
<td>International students</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Roll count student tables</td>
<td>M3</td>
<td>Yes</td>
</tr>
<tr>
<td>Māori language learning</td>
<td>M4</td>
<td>Yes</td>
</tr>
<tr>
<td>Previous school</td>
<td>M5</td>
<td>No</td>
</tr>
<tr>
<td>Zoning status (State non-integrated schools only)</td>
<td>M6</td>
<td>Yes</td>
</tr>
<tr>
<td>ECE</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Pacific medium</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Secondary subject</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Secondary Tertiary Programmes</td>
<td>M7</td>
<td>Yes</td>
</tr>
</tbody>
</table>

You’ll also need to keep copies of the Audit Lists.

Note: In your SMS, you should be able to choose the tables you want to print.

June and September (State and state-integrated schools with year nine to 15 students)

In June and September, you need to keep the summary table.

<table>
<thead>
<tr>
<th>Table name</th>
<th>June</th>
<th>September</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SMS table</td>
<td>Keep?</td>
</tr>
<tr>
<td>Summary</td>
<td>E1</td>
<td>Yes</td>
</tr>
<tr>
<td>Roll count student tables</td>
<td>E3</td>
<td>No</td>
</tr>
<tr>
<td>Māori language learning</td>
<td>E4</td>
<td>No</td>
</tr>
</tbody>
</table>

You’ll also need to keep copies of the Audit Lists.
Preparing for your roll return

Get your enrolments up-to-date
To count a student on your school’s roll return you first need to enrol him or her at your school.
To enrol a student who’s new to the New Zealand Education system you first need to get documentation that proves his or her:
» eligibility status
» name and date of birth.
Get this documentation when you first enrol the student if possible.

Keep data stored in your SMS and ENROL up-to-date
You need to update your Student Management System (SMS) and ENROL with new enrolments and leavers before you run your school’s roll return.
You will need to:
» collect the student enrolment data described in the Student and School Records chapter (from page 30),
» enter and store this information on your school’s SMS (if you use one) and ENROL,
» work out which students you should count in your roll return – refer to the ‘counting students’ sections from page 20.
» work out which students you shouldn’t count in your roll return – refer to the ‘when NOT to count a student’ section in page 29.
Also check Māori language levels and zoning statuses for existing students.

Checking your SMS data
You can run validation checks in your SMS before roll count date. Do this to resolve any errors before the roll count day.

Make sure approver set up
The principal (or acting principal) will need to electronically sign off the .moe file before it is sent. Make sure they’re set up as an approver in your SMS.

When can you run the roll return in your SMS?
You do not have to run the roll return in your SMS on the roll count day. You can run your official return from the count day to the predetermined cut-off date. During this time, your SMS will only include students enrolled on the count date. The table below shows the cut-off dates for each return.

<table>
<thead>
<tr>
<th>Roll return</th>
<th>Count date</th>
<th>Cut-off date</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2016</td>
<td>1 March 2016</td>
<td>30 April 2016</td>
</tr>
<tr>
<td>June 2016</td>
<td>1 June 2016</td>
<td>20 June 2016</td>
</tr>
<tr>
<td>July 2016</td>
<td>1 July 2015</td>
<td>10 August 2016</td>
</tr>
<tr>
<td>September 2016</td>
<td>1 September 2016</td>
<td>31 October 2016</td>
</tr>
</tbody>
</table>
Completing your 2016 School Roll Return (all schools)

Introduction
This section provides information on completing your 2016 School Roll Returns.

Check ENROL and SMS
Before you begin, ensure ENROL and your school’s Student Management System (SMS) are up-to-date – including enrolments, leavers, international student weekly fees and off site students.

Completing your 2016 School Roll Returns using an SMS
Use the following steps to complete your roll return if your school has an SMS.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Before the count day, run the roll return validations in your SMS – fix any errors.</td>
</tr>
<tr>
<td>2</td>
<td>From the count day, generate your roll return, which includes the Electronic Roll Return and related summary tables. Print copies of the tables for your records.</td>
</tr>
<tr>
<td>3</td>
<td>Your principal can now review and approve the return using the Electronic Approval function in your SMS. <strong>Note:</strong> if your SMS does not have Electronic Approval, provide your principal with copies of the summary tables.</td>
</tr>
<tr>
<td>4</td>
<td>Send the Electronic Roll Return (.moe file) to the Ministry using your SMS by the due date. <strong>Note:</strong> if your SMS does not have Electronic approval we will email a declaration to your principal to confirm the roll is true and correct. This declaration can be scanned and emailed back to us.</td>
</tr>
<tr>
<td>5</td>
<td>Table the roll at your next Board of Trustees meeting.</td>
</tr>
</tbody>
</table>

Completing your 2016 School Roll Returns without an SMS
Use the following steps to complete your roll return if your school does not have an SMS.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Before the count day download the roll return template from Education Counts: » <a href="http://www.educationcounts.govt.nz/goto/forms">http://www.educationcounts.govt.nz/goto/forms</a></td>
</tr>
<tr>
<td>2</td>
<td>From 1 March calculate your roll counting those students who are enrolled and attending on the count day. Enter your figures into the spreadsheet. Refer to the counting rules on page 20.</td>
</tr>
<tr>
<td>3</td>
<td>Have your principal review the completed template.</td>
</tr>
<tr>
<td>4</td>
<td>Send the completed template to the Ministry using the Ministry’s secure online portal by the due date.</td>
</tr>
<tr>
<td>5</td>
<td>Once we process the roll we will email a declaration to your principal to confirm the roll is true and correct. This declaration can be scanned and emailed back to us.</td>
</tr>
<tr>
<td>6</td>
<td>Table the roll at your next Board of Trustees meeting.</td>
</tr>
</tbody>
</table>
Domestic and international student enrolments

The Ministry defines domestic and international students in Circular 2012/01 - Eligibility to enrol in New Zealand schools which is available at:

The Ministry of Education funds domestic students but does not fund international students and visitors.

Domestic students

Domestic students can access free state funded education. Domestic students fit into two categories:
» Domestic students (Permanent).
» Domestic students (Time-bound).
» Exchange students.

Domestic students (permanent)

Domestic students (permanent) can access free state funded education permanently.

Domestic students (permanent) can be:
1. New Zealand citizens (including Cook Island, Tokelau or Niue)
2. New Zealand or Australian residents
3. Australian citizens.

You only need to sight and copy evidence of citizenship or residence when domestic students (permanent) first enrol in a New Zealand school.

Go to Appendix B in Circular 2012/01 - Eligibility to enrol in New Zealand schools for more information:

Continued next page
Domestic and international student enrolments, Continued

**Domestic student (time-bound)**

Domestic Students (time-bound) are foreign students who hold a current student visa and meet these criteria:

4. Parent has a current work visa and student has a valid student visa.
5. Parent is a New Zealand citizen or resident and student has applied for a residence visa.
6. Parent or student is a refugee or protected person.
7. Parent has a scholarship offered by the New Zealand Aid Programme administered by the Ministry of Foreign Affairs and Trade.
8. Parent has a military visa.
9. Parent is doing a PhD at a New Zealand University.
10. Parent is a diplomat.
11. International adoption.
12. Parent is on an exchange programme.
13. International student who has come into CYF care.
14. Ministry Approved - a student who is in New Zealand unlawfully, has been in New Zealand for at least six months and normally lives in New Zealand, and has current approval signed by MOE manager.

Domestic students (time-bound) are entitled to education in New Zealand as domestic students until their Visas expire.

You should sight and copy the student visa and other supporting documents when a domestic student (time-bound):

» first enrols in a New Zealand school
» moves to your school from another New Zealand school
» provides updated documents to continue their enrolment at your school.

Go to Appendix C in Circular 2012/01 - Eligibility to enrol in New Zealand schools for more information:


---

**Exchange student**

Exchange students are overseas students who are in New Zealand to study under an exchange programme approved by the Ministry of Education. This includes school-to-school (or sister school) exchanges, as well as those organised by Exchange Programme Organisations (EPOs). Since July 2012 exchange students are regarded as domestic students.

---

**International student definition**

International students are international fee-paying students or international visitors. The Ministry does not fund international students.

International students can meet these criteria:

15. International fee-paying with valid student visa with conditions of study that include the name of the school or a valid visitor visa.

You should sight and copy the student visa and other supporting documents.

Go to Appendix D in Circular 2012/01 - Eligibility to enrol in New Zealand schools for more information:


---

1 A student can enrol using a visitor visa for only up to three months in any calendar year.

2016 Roll Return Guidelines  18
You should check the citizenship, residency, diplomatic or student visa status of all students when they enrol. This will ensure that you identify domestic and international students correctly.

**Permanent domestic students do not need to supply documentation again when they move schools.**

Schools should attach documentation confirming students’ citizenship, residency or student visa status to their enrolment forms.

You can confirm a student’s status with these documents:

- Birth certificate (New Zealand, Cook Island, Tokelau, Niue or Australia).
- Passport with details of the student’s residency status or a valid student or visitor visa or permit.
- Immigration service documentation of refugee status.
- Certificate of naturalisation.
Counting regular students

Introduction
A regular student is a New Zealand student or a student treated as a New Zealand student for funding and staffing purposes. A regular student is aged less than 19 years at 1 January of the roll count year. Special-education-needs students can attend school as regular students until the end of the year in which they turn 21.

Regular students include:
» students in general classrooms
» students in special education needs units.

Counting rule
To count a student as a regular student on your roll return the student must:
» enrol at your school for tuition
» be a domestic student (refer to domestic student definition on page 17)
» attend your school for tuition on the roll count date.

Recording regular students
For a regular student enrolling at your school follow these steps:

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In your SMS, record the student type as RE.</td>
</tr>
<tr>
<td>2</td>
<td>Record the student in ENROL.</td>
</tr>
</tbody>
</table>

Students enrolled in more than one school
You can count a student attending more than one school if he or she attends your school for most of the time. Keep the student type as RE in your SMS. Your school should also hold the student’s record in ENROL.

Boards of Trustees may exchange funds to compensate for the time a student spends at another school.

If the student spends more time at the other school, record the student as an external student in your SMS (student type EM). Refer to page 29 for more information.

Exchange students
You can sometimes count exchange students as regular students. Refer to the section ‘Counting exchange students’ on page 27 for more information.

For further information
Circular 2013/07 - Auditing roll returns has full details on counting students. You can access the circular on the Ministry of Education website:
Counting adult students

Introduction
Under the Education Act 1989, an adult student is any student that had his or her 19th birthday before 1 January of the current year.

The purpose of enabling adult students to enrol as mainstream students in secondary schools is to provide foundation skills or “second chance” education.

Note: This policy does not apply to students that need special education under section nine of the Education Act 1989.

Counting adult students
To count a student as an adult student on your roll return the student must:
» meet the adult student requirements for:
- nature of course of study
- nature of classes attended
- enrolment requirements – see below for information.
» enrol at your school for tuition
» be a domestic student (refer to domestic student definition on page 17)
» attend your school for tuition on the roll count date.

Recording adult students
For an adult student enrolling at your school follow these steps:

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In your SMS, record the student type.</td>
</tr>
<tr>
<td></td>
<td>If the student:</td>
</tr>
<tr>
<td></td>
<td>was aged 19 years or over on 1 January of the current roll count year, and was a regular student but is continuing at school.</td>
</tr>
<tr>
<td></td>
<td>returns to school after a year-long break (or longer) and is aged 19 years or over on 1 January of the current roll count year.</td>
</tr>
<tr>
<td>2</td>
<td>Record the student in ENROL.</td>
</tr>
</tbody>
</table>

Nature of course of study
The student’s course of study must help him or her reach these minimum goals:
1. Adult students must, for a minimum of 0.6 of their course load, attend classes that will result in NZQA qualifications.
2. An adult student’s programme must include classes that allow the student to achieve Level One NCEA in literacy and numeracy if not achieved already. Or, include English for Speakers of Other Languages (ESOL) classes that may lead to Level One NCEA in literacy and numeracy.

Continued next page
### Counting adult students, Continued

<table>
<thead>
<tr>
<th>Nature of classes attended</th>
<th>3. Adult students in an adult ESOL programme, or a refugee or recent migrant programme, can attend classes specifically set up for those students.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4. Except for classes described in point three, classes attended by adult students must be available, suitable and timetabled for comparable secondary students within the school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrolment requirements</th>
<th>5. Enrolment processes (including fees) must be identical to those for comparable regular students.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6. Schools with enrolment zones should treat adult students as out of zone. This means you can only enrol adult students where you advertise the available places at each level and where you receive fewer applications than the number of places available.</td>
</tr>
<tr>
<td></td>
<td>7. For a school to enrol an adult student, the student must present valid documentation of citizenship, residency, or refugee status to the board. The board must keep a copy of this documentation for audit purposes.</td>
</tr>
</tbody>
</table>

| Exchange students          | You can sometimes count exchange students as adult students. Refer to the section ‘Counting exchange students’ on page 27 for more information. |

<table>
<thead>
<tr>
<th>More information</th>
<th>You can find more information about the adult student enrolment policy in <em>Circular 2004/07 - Adult student enrolment policy</em> at:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Or, refer to Resourcing on the Education.govt.nz website at:</td>
</tr>
</tbody>
</table>
Counting Secondary Tertiary Programme (STP) students

Introduction

Secondary Tertiary Programmes (STP) deliver trades and technology programmes to year 11 to 13 students. These students can combine study at an STP with studies towards their National Certificate of Educational Achievement (NCEA).

The purpose of STPs is to:

» motivate more students to stay engaged in learning and training by providing them with more study options

» provide students with clear pathways post-school by giving them a head start on training for vocational qualifications and smooth access to employment

» improve the responsiveness of schools to business and economic needs.

Refer to Appendix D on page 75 for a list of Secondary Tertiary Programmes.

Recording STP students

For an STP student enrolled at your school follow these steps:

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
</table>
| 1    | In your SMS:  
|      | a) record your STP student as student type **RE**.  
|      | b) select the STP provider the student is attending. **Contact your SMS provider if you have trouble selecting an STP provider for your student.**  
|      | c) set the student’s FTE to show the time he or she spends at school.  
|      | d) option: use the STP subject code **STPR** for the student’s timetable.  
|      | Your SMS will count the student as a STP student in your roll return. |
| 2    | In **ENROL**, use the ‘attending off-site’ flag and choose ‘Secondary Tertiary Programme’ as the **unit type**. |

STP Tertiary Provider

Check with the careers advisor at your school to check if you have any STP students at your school. The STP Tertiary Providers will contact your school before each roll return to confirm student numbers, and that you have coded the STP students correctly.

Continued next page
Counting Secondary Tertiary Programme (STP) students, Continued

FTE for STP students

Students attending a Secondary Tertiary Programme (STP) can have an FTE between 0.0 and 1.0 depending on the time the student spends at school. For example:

<table>
<thead>
<tr>
<th>Days a week student attends your school</th>
<th>Percentage</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0 FTE</td>
</tr>
<tr>
<td>1</td>
<td>20%</td>
<td>0.2 FTE</td>
</tr>
<tr>
<td>2</td>
<td>40%</td>
<td>0.4 FTE</td>
</tr>
<tr>
<td>3</td>
<td>60%</td>
<td>0.6 FTE</td>
</tr>
<tr>
<td>4</td>
<td>80%</td>
<td>0.8 FTE</td>
</tr>
<tr>
<td>5</td>
<td>100%</td>
<td>1.0 FTE</td>
</tr>
</tbody>
</table>

Operational funding for STP students

The Ministry funds schools for their STP students using the STP FTE data in a cash-based calculation.

The Ministry needs to ensure that schools do not receive additional staffing entitlements or operational funding, so exclude STP students from:
» The regular student roll count
» The Māori Language Learning tables.

Counting STP students without an SMS

If completing the roll return without an SMS, note that STP students have their own column in the main roll count tables.

Do not count STP students as regular students in your roll return.
## Counting international students

### Introduction
An international student is a student who pays full tuition costs with his or her own funds or sponsored funds.

Schools must sign the *Code of Practice for the Pastoral Care of International Students* to enrol international students.

### Counting international students
To count an international student on your roll return the student must:

- enrol at your school for tuition
- attend your school for tuition on the roll count date

Do not count international fee-paying students as regular students.

### Recording international students
For an international student enrolled at your school follow these steps:

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In your <strong>SMS</strong>, record the student type as <strong>FF</strong>.</td>
</tr>
<tr>
<td>2</td>
<td>Record the student in <strong>ENROL</strong>.</td>
</tr>
</tbody>
</table>
Counting Alternative Education students

Introduction
Alternative Education programmes are available for 13-to-15-year-old students who have become alienated from school. Alternative Education delivers education in a different setting and uses different methods.

More information about Alternative Education is on the TKI website:

You can also get information about Alternative Education in your area by contacting the Student Support Officer at your local MOE office:

Counting Alternative Education students
Schools can count an Alternative Education (AE) student on one school’s roll only, either the managing school’s roll or another consortium school’s roll.

Schools can’t count AE students as regular students; the Ministry funds AE student places through a separate contract.

AE students must have a funding year level between year nine and 13.

Recording Alternative Education students
For an Alternative Education student enrolled at your school follow these steps:

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In your <strong>SMS</strong>, record your Alternative Education student as student type <strong>AE</strong>.</td>
</tr>
<tr>
<td>2</td>
<td>In <strong>ENROL</strong>, tick the ‘attending off-site’ flag and choose ‘Alternative Education’ as the <strong>unit type</strong>.</td>
</tr>
</tbody>
</table>
Counting exchange students

Introduction
An exchange student is a foreign student studying in New Zealand under a New Zealand Government approved exchange programme.

Counting exchange students
To count an exchange student on your roll return the student must:
» enrol at your school for tuition
» attend your school for tuition on the roll count date
However, you cannot count an exchange student if he or she is in an exchange with a domestic student you are still counting on your roll.

Regular exchange students
Count an exchange student as a regular student if he or she is aged less than 19 years at 1 January of the current year. Note that your SMS will automatically work out whether an exchange student is a regular student using the student’s date of birth.

Adult exchange students
Count an exchange student as an adult student if he or she had his or her 19th birthday before 1 January of the current year. Note that your SMS will automatically work out whether an exchange student is an adult student using the student’s date of birth.

Recording incoming exchange students
For an incoming exchange student enrolling at your school follow these steps:

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
</table>
| 1    | In your SMS:  
|      | a) record your exchange student as student type EX.  
|      | b) select the correct exchange for the student from the list of exchange schemes (EPO or school-to-school exchange). |
| 2    | In ENROL:  
|      | a) for Eligibility criteria select “Student on Government approved Exchange Scheme”.  
|      | b) in the exchange scheme box select an EPO or “Government Approved School to School”. |

Recording outgoing exchange students
For a New Zealand student going on an exchange programme overseas.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In your SMS, record your outgoing exchange student as student type NA. This means he or she will be held on your roll, but the SMS will not include them for attendance marking purposes and will not count them for funding in the roll return.</td>
</tr>
<tr>
<td>2</td>
<td>Keep the student in ENROL, if he or she is returning to your school.</td>
</tr>
</tbody>
</table>
### Counting absent students

#### Exceptions: counting absent students
You can count a student when he or she is:
- absent for medical or domestic reasons
- stood-down or suspended
- attending an activity centre, health camp, hospital school or CYF
- overseas for no more than 15 weeks
- enrolled at another school so long as he or she mostly attends your school.

#### Absent for a reason
You can count a student when he or she is absent for medical or domestic reasons if he or she:
- returns to school before you send your roll return form to the Ministry
- has a medical certificate from a registered medical practitioner
- has statement from a social worker or counsellor
- has a letter from a parent or guardian justifying the student’s absence.

#### Stand-downs and suspensions
You can count a stand-down or suspended student not at school on count day if:
- the student’s stand-down or suspension is for a fixed time
- the student is returning to school during the current school year
- the board can provide documented evidence that it is actively trying to reinstate the student to the school.

#### Activity centre, Health camp, Hospital school or CYF
You can count a student when he or she attends an activity centre, health camp, hospital school, or CYF residential home on the roll count date.

#### Students overseas
You can count a student when he or she is temporarily overseas, provided:
- you have documented evidence the student intends to return to your school and
- the student is not absent for more than 15 consecutive weeks in the school year.
## When **NOT** to count a student

<table>
<thead>
<tr>
<th>When not to count a student</th>
<th>Do not count a student as a regular student if he or she:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>» hasn’t started yet</td>
</tr>
<tr>
<td></td>
<td>» has left your school</td>
</tr>
<tr>
<td></td>
<td>» is an external student that attends your school but attends another school most of the time</td>
</tr>
<tr>
<td></td>
<td>» is excluded and not returning to your school.</td>
</tr>
</tbody>
</table>

### Using the NA (not attending) student type

The NA student type in your student management system (SMS) allows the student to stay on the school roll for administrative purposes, but the student will not be included in the school roll count. Change the student type from regular enrolment (RE) to not attending (NA) in the SMS if a student:

- is absent on the roll count date and is not expected to return
- does not meet the requirements for being included on a roll return, e.g. a student that is excluded but not yet enrolled at another school
- is currently not attending your school and you are unsure if he/she is leaving.

<table>
<thead>
<tr>
<th>Students that haven’t started</th>
<th>Do not count students who have enrolled but have not started at your school. Your SMS will not count these students if you enter the correct attendance start date.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Students that have left your school</th>
<th>Do not count students who have attended their last day but are still going through the school’s leaving process. Your SMS will not count these students if you enter the correct last attendance date.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>External students</th>
<th>External students attend your school but attend another school most of the time. Set their student type as <strong>EM</strong> in your SMS. Do not count an external student on your roll return. The student’s other school should enrol and count the student.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boards of Trustees may exchange funds to compensate for the time a student spends at another school.</td>
</tr>
<tr>
<td></td>
<td>If a student attends more than one school but spends most of the time at your school, see page 20.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Excluded students</th>
<th>Do not count excluded students in your roll return. Note that you must keep the student in ENROL until the new school requests the student be withdrawn through ENROL.</th>
</tr>
</thead>
</table>
Student and school records

**Introduction**

The following sections specify the student information the Ministry needs for roll returns. This includes information for current students and leavers.

The following sections also specify the school records the Ministry needs about Board of Trustees and teachers.

**SMS**

You can enter most of the information the Ministry needs in your SMS.

You will still need to collect, store and report on the data if your school does not use an SMS. It’s up to you how you do this but your process needs to be reliable and auditable.

**Enrolment forms**

Use your enrolment forms to collect most of the individual student data the Ministry needs for roll returns. Design your enrolment form so you can collect this data and other data your school might need.
To complete your roll return you need to collect enrolment data for each student. Schools with SMS’s send this information to the Ministry in the student data file (.moe file). The Ministry can also collect the data through ENROL where indicated.

<table>
<thead>
<tr>
<th>Field name</th>
<th>Field Description</th>
<th>Student data file</th>
<th>ENROL</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDRESS</td>
<td>Student’s home address.</td>
<td>✓</td>
<td>✓</td>
<td>34</td>
</tr>
<tr>
<td>BOARDING STATUS</td>
<td>Is the student a boarder?</td>
<td>✓</td>
<td>✗</td>
<td>34</td>
</tr>
<tr>
<td>COUNTRY OF CITIZENSHIP</td>
<td>Country of citizenship.</td>
<td>✓</td>
<td>✓</td>
<td>36</td>
</tr>
<tr>
<td>CURRENT YEAR LEVEL</td>
<td>The student’s class year level.</td>
<td>✓</td>
<td>✓</td>
<td>57</td>
</tr>
<tr>
<td>DOB</td>
<td>Student’s date of birth.</td>
<td>✓</td>
<td>✓</td>
<td>37</td>
</tr>
<tr>
<td>ELIGIBILITY CRITERIA</td>
<td>Indicates that a student is domestic, international fee-paying or international fee-exempt.</td>
<td>✓</td>
<td>✓</td>
<td>38</td>
</tr>
<tr>
<td>ETHNICITY</td>
<td>Student’s ethnic groups.</td>
<td>✓</td>
<td>✓</td>
<td>40</td>
</tr>
<tr>
<td>EXCHANGE SCHEME</td>
<td>Shows an exchange student’s scheme or agreement.</td>
<td>✓</td>
<td>✓</td>
<td>41</td>
</tr>
<tr>
<td>EXPIRY DATE</td>
<td>Date the verification document expires.</td>
<td>✓</td>
<td>✓</td>
<td>39</td>
</tr>
<tr>
<td>FIRST ATTENDANCE DATE</td>
<td>Date the student first attended your school.</td>
<td>✓</td>
<td>✓</td>
<td>37</td>
</tr>
<tr>
<td>FIRST SCHOOLING DATE</td>
<td>Date the student first started schooling.</td>
<td>✓</td>
<td>✓</td>
<td>37</td>
</tr>
<tr>
<td>FIRST NAME</td>
<td>Student’s legal first name.</td>
<td>✓</td>
<td>✓</td>
<td>52</td>
</tr>
<tr>
<td>FTE</td>
<td>Full-Time equivalent.</td>
<td>✓</td>
<td>✓</td>
<td>42</td>
</tr>
<tr>
<td>FUNDING YEAR LEVEL</td>
<td>The number of years the student has attended school.</td>
<td>✓</td>
<td>✗</td>
<td>57</td>
</tr>
<tr>
<td>GENDER</td>
<td>Student’s gender.</td>
<td>✓</td>
<td>✓</td>
<td>43</td>
</tr>
<tr>
<td>HOURS PER YEAR OF SUBJECTS</td>
<td>Estimated hours a year that a student will study each subject at secondary school level.</td>
<td>✓</td>
<td>✗</td>
<td>62</td>
</tr>
<tr>
<td>INSTRUCTIONAL YEAR LEVEL</td>
<td>The level a student is studying a subject.</td>
<td>✓</td>
<td>✗</td>
<td>64</td>
</tr>
<tr>
<td>IWI</td>
<td>Student’s Iwi affiliation.</td>
<td>✓</td>
<td>✓</td>
<td>43</td>
</tr>
<tr>
<td>LAST ATTENDANCE DATE</td>
<td>Date the student last attended your school for tuition.</td>
<td>✓</td>
<td>✓</td>
<td>37</td>
</tr>
</tbody>
</table>

Continued next page
<table>
<thead>
<tr>
<th>Field name</th>
<th>Field description</th>
<th>Student data file</th>
<th>ENROL</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAORI MEDIUM</td>
<td>The student’s highest Māori Language Learning level.</td>
<td>✓</td>
<td>×</td>
<td>44</td>
</tr>
<tr>
<td>MIDDLE NAME</td>
<td>Student’s middle name(s).</td>
<td>✓</td>
<td>✓</td>
<td>52</td>
</tr>
<tr>
<td>MODE OF INSTRUCTION</td>
<td>Main delivery mode of each subject a student is studying.</td>
<td>✓</td>
<td>×</td>
<td>65</td>
</tr>
<tr>
<td>SUBJECTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NON-NQF QUAL</td>
<td>Highest Secondary School Attainment in Non-NQF Qualifications</td>
<td>✓</td>
<td>×</td>
<td>71</td>
</tr>
<tr>
<td>NSN</td>
<td>Student’s national student number.</td>
<td>✓</td>
<td>✓</td>
<td>47</td>
</tr>
<tr>
<td>ORS AND SECTION 9</td>
<td>Shows a student’s ORS level or whether the student has a Section Nine agreement.</td>
<td>✓</td>
<td>✓</td>
<td>48</td>
</tr>
<tr>
<td>PACIFIC MEDIUM – LANGUAGE</td>
<td>Particular Pacific island language of immersion or bilingual education.</td>
<td>✓</td>
<td>×</td>
<td>49</td>
</tr>
<tr>
<td>PACIFIC MEDIUM – LEVEL</td>
<td>The student’s highest Pacific medium learning level</td>
<td>✓</td>
<td>×</td>
<td>49</td>
</tr>
<tr>
<td>PREFERRED FIRST NAME</td>
<td>Student’s preferred first name.</td>
<td>✓</td>
<td>✓</td>
<td>52</td>
</tr>
<tr>
<td>PREFERRED SURNAME</td>
<td>Student’s preferred surname.</td>
<td>✓</td>
<td>✓</td>
<td>52</td>
</tr>
<tr>
<td>PRIVACY INDICATOR</td>
<td>Shows the school is suppressing the student’s address for privacy reasons.</td>
<td>✓</td>
<td>✓</td>
<td>51</td>
</tr>
<tr>
<td>SCHOOL ID</td>
<td>School Profile Number.</td>
<td>✓</td>
<td>✓</td>
<td>52</td>
</tr>
<tr>
<td>SERIAL NUMBER</td>
<td>Verification Document serial number.</td>
<td>✓</td>
<td>✓</td>
<td>39</td>
</tr>
<tr>
<td>STP</td>
<td>Student is enrolled in a Secondary Tertiary Programme (Trades Academy).</td>
<td>✓</td>
<td>✓</td>
<td>66</td>
</tr>
<tr>
<td>STUDENT ID</td>
<td>Student’s ID Number.</td>
<td>✓</td>
<td>×</td>
<td>52</td>
</tr>
</tbody>
</table>

Continued next page
### Student data the Ministry needs for roll returns, Continued

<table>
<thead>
<tr>
<th>Field name</th>
<th>Field description</th>
<th>Student data file</th>
<th>ENROL</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT TYPE</td>
<td>Student Type for funding purposes.</td>
<td>✓</td>
<td>✗</td>
<td>53</td>
</tr>
<tr>
<td>SUBJECTS</td>
<td>Subjects being studied at secondary school level.</td>
<td>✓</td>
<td>✗</td>
<td>64</td>
</tr>
<tr>
<td>SURNAME</td>
<td>Student’s legal surname.</td>
<td>✓</td>
<td>✓</td>
<td>52</td>
</tr>
<tr>
<td>VERIFICATION DOCUMENT</td>
<td>Document used to verify the student’s name, DoB and eligibility status.</td>
<td>✓</td>
<td>✓</td>
<td>38</td>
</tr>
<tr>
<td>ZONING STATUS</td>
<td>Shows whether the student resided in or out of the School Zone.</td>
<td>✓</td>
<td>✗</td>
<td>60</td>
</tr>
<tr>
<td>WITHHOLD CONTACT DETAILS</td>
<td>This flag shows whether the school should provide a student’s contact details to MSD.</td>
<td>✓</td>
<td>✗</td>
<td>62</td>
</tr>
<tr>
<td>HOME PHONE NUMBER</td>
<td>Student’s home phone number</td>
<td>✓</td>
<td>✗</td>
<td>62</td>
</tr>
<tr>
<td>CELL PHONE NUMBER</td>
<td>Student’s cell phone number</td>
<td>✓</td>
<td>✗</td>
<td>62</td>
</tr>
<tr>
<td>ALTERNATIVE PHONE NUMBER</td>
<td>Second home phone number for the student</td>
<td>✓</td>
<td>✗</td>
<td>62</td>
</tr>
<tr>
<td>EMAIL ADDRESS</td>
<td>Student’s email address (out of school email address where possible)</td>
<td>✓</td>
<td>✗</td>
<td>62</td>
</tr>
<tr>
<td>CONTACT DETAILS 1</td>
<td>Name and contact details of first contact person or primary caregiver, or combined name if not held separately. Includes postal address and phone details.</td>
<td>✓</td>
<td>✗</td>
<td>62</td>
</tr>
<tr>
<td>CONTACT DETAILS 2</td>
<td>Name and contact details of second contact person or primary caregiver, or combined name if not held separately. Includes postal address and phone details.</td>
<td>✓</td>
<td>✗</td>
<td>62</td>
</tr>
</tbody>
</table>
Address

Introduction
The Ministry gets student address data from the student data file (.moe file) you send to the Ministry. These addresses come from your SMS so you need to make sure that student addresses in your SMS are correct and up-to-date.

Residential address and postal address
Collect a student’s residential address when he or she first enrols at your school and try to keep the address up-to-date. Your SMS has a field for residential address and for postal address. Never enter a PO Box or Private Bag address in the residential address field.

Why collect address data?
The Ministry uses student residential addresses to identify school catchment areas. This helps schools and the Ministry:
» with short-term planning
  - roll growth classrooms
  - enrolment schemes
» with medium and long-term planning
  - roll projection guides
  - proportions of school type and market share
  - network capacity
  - future property needs
» with transport planning and issues.

Boarding status

Introduction
Use boarding status to show whether a student is boarding at your school hostel.

Why collect boarding status
The Ministry uses boarding status information to follow enrolment patterns.

Boarding and zoning status
A student boarding at a school hostel cannot be Out-of-Zone. Set the student’s zoning status to INZN if the student’s boarding status is Y.
### Board of Trustees – Insert-C
(for state and state-integrated schools only)

#### Introduction
The Ministry will send an Insert-C with the March 2016 School Roll Return. The Ministry prints the Insert-C with the latest board of trustees details held by the Ministry. The Ministry needs you to check these details because they can become outdated.

#### Board details
The Ministry prints the Insert-C with the name, title, gender, board position, member type and ethnicity for each board member. The Insert-C also includes contact details for the chair.

#### Checking your board details
When you check your board details please:
- ensure all details for board members are correct.
- cross out individuals who are no longer board members.
- add new board members below the current board members.
- ensure your board contains:
  - one principal (or Acting Principal)
  - one staff representative
  - one student representative
  - one chair (or Acting Chair)
  - five elected parent representatives*
- update the chairperson’s address, phone and email address if necessary.

*A standard board has five elected parent representatives. But boards may have three to seven elected parent representatives. For more information about board constitutions go to:

#### Why collect board information?
The Ministry must know the names of each school board member and must be able to contact the chair.

The Ministry can put board statistics together, for example, the ratio of men to women, or ethnic representation.
## Country of citizenship

<table>
<thead>
<tr>
<th>Introduction</th>
<th>You must record this information in ENROL and your SMS. Collecting country of citizenship is the first step in finding out if a student is a domestic or international student.</th>
</tr>
</thead>
</table>
| Country of citizenship | Country of citizenship is a student’s nationality and the country for which he or she holds a passport. A student might have citizenship by birth, or adopted a citizenship later.  
**Note:** do not confuse country of citizenship with ethnicity. |
| Codes | You can find a list of country of citizenship codes on the Education Counts website:  
# Dates (date of birth, first schooling date, first date of attendance, and last date of attendance)

## Introduction
The Ministry collects four dates for each student:
- Date of birth.
- Date of first schooling.
- Date of first attendance at your school.
- Date of last attendance at your school.

## Date of birth
This is the student’s date of birth as listed on his or her passport or birth certificate.

## First schooling date
A student’s first schooling date is the date he or she first attended any school. This date is usually between his or her fifth and sixth birthdays. For a primary student, the date sets his or her funding year level. You must record the first schooling date for every student, even if he or she first started schooling at a different school.

The first schooling date sets a student’s current year level in ENROL. However you can manually change the current year level in ENROL if necessary.

Choose the student’s sixth birthday if his or her first schooling date is unknown. For example, refugee children or previously home-schooled students. Note that the validation rules have been updated so that you can enter the correct First Schooling Date for students who start school in New Zealand after the age of six without it affecting their Funding Year Level.

First schooling date applies to year one to eight students. It is not compulsory for secondary school students.

## First attendance date
A student’s first attendance date is the date he or she first attended your school. Don’t count a student on your roll return if his or her first attendance date is after the roll count date.

A student can fit into two circumstances:
- A student may transfer to your school from another school.
- A student starts their schooling at your school so his or her first attendance date is the same as his or her first schooling date.

You may enrol a student some time before he or she starts attending your school, but note that this enrolment date is not the first attendance date.

## Last attendance date
A student’s last attendance date is the date he or she leaves your school for tuition. Use the last attendance date to decide whether to count a student on your roll return.
Eligibility criteria

Introduction
Collecting eligibility criteria information:
» establishes a student’s right to education in New Zealand
» ensures the Ministry correctly funds your school to provide that education.

When to collect eligibility information
You need to collect the eligibility information:
» when you enrol domestic students (permanent) new to the New Zealand schooling system
» when you enrol domestic students (time-bound) at your school
» when a domestic student (time-bound) provides updated documents to continue their enrolment
» when you enrol international students at your school.

Collecting eligibility information
Follow the steps below when you collect a student’s eligibility information:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The parent or caregiver must provide supporting documentation with the student’s enrolment form.</td>
</tr>
</tbody>
</table>
| 2     | Use the documentation to verify the student’s name, date of birth and eligibility status. Record the:
        » eligibility document type (for example: passport, birth certificate or visa)
        » serial number
        » expiry date if applicable. |
| 3     | Copy the document and attach to the student’s enrolment form. |
| 4     | Enter details in:
        » ENROL (Compulsory)
        » SMS (Recommended). |

Accepted documents
You can find a full list of accepted documents in Circular 2012/01 - Eligibility to enrol in New Zealand schools on the Ministry’s website:
Eligibility criteria, Continued

<table>
<thead>
<tr>
<th>Expiry date</th>
<th>For documents that expire, you should:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>» note the expiry date</td>
</tr>
<tr>
<td></td>
<td>» send student visa or permit renewals to Immigration New Zealand at least four weeks before the current visa or permit expires</td>
</tr>
<tr>
<td></td>
<td>» hold a copy of updated documentation.</td>
</tr>
</tbody>
</table>

Documents for New Zealand citizens or residents, or Australian citizens do not expire.

| Verification document serial number | Recording the verification document’s serial number provides proof the school administrator has witnessed the documentation. |
Ethnicity

Introduction
The Ministry uses ethnicity data to survey participation, retention and achievement by ethnicity. The Ministry and other agencies use ethnicity with other data to describe the New Zealand population.

Definition
The Ministry uses Statistics New Zealand’s definition of ethnicity: ethnicity is the ethnic group or groups that people identify with or feel they belong to. Ethnicity is a measure of cultural affiliation, as opposed to race, ancestry, nationality or citizenship.

Recording ethnicity
School enrolment forms should allow students to identify with up to three ethnicities. Your SMS and ENROL allows you to enter up to three ethnicities for each student.

Reporting ethnicity
You can only report a student as being in one ethnic group in your roll return tables. The Ministry uses Statistics New Zealand rankings to decide which ethnic group to use when a student identifies with more than one ethnicity – refer to Appendix C on page 74 for the ranking order.

Roll return – using an SMS
When you create your roll return tables your SMS automatically ranks the ethnicities using Statistics New Zealand rankings – refer to Appendix C on page 74 for the ranking order.

Completing tables by hand
Use the table in Appendix C on page 74 to help you rank and group ethnicities if you complete the form by hand.

Example 1: A student identifies as New Zealand Māori (211) and New Zealand European or Pākehā (111).
» Record both ethnicities in his or her individual student record.
» Report as New Zealand Māori in the ethnicity by funding year level and ethnicity by age tables in your roll return.

Example 2: A student identifies as Vietnamese (413) and New Zealand European or Pākehā.
» Record both ethnicities in his or her individual student record.
» Report as South-east Asian in the ethnicity by funding year level and ethnicity by age tables in your roll return.

Continued next page
# Exchange schemes

## Introduction
An exchange scheme must be approved by the New Zealand Government.

## Codes for exchange schemes
Code exchange students as belonging to either:

- One of the 11 Government-approved Exchange Schemes (for example, AFS)
- A Government-approved Exchange Agreement (for example, a school-to-school agreement. Schools should hold documentation to verify this).

The list of approved exchange schemes has been updated this year. Use these codes for exchange schemes:

<table>
<thead>
<tr>
<th>Code</th>
<th>Exchange scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>American Field Service (AFS) Intercultural Programmes New Zealand</td>
</tr>
<tr>
<td>07</td>
<td>New Zealand – German Student Exchange</td>
</tr>
<tr>
<td>08</td>
<td>New Zealand Institute Of International Understanding</td>
</tr>
<tr>
<td>09</td>
<td>Rotary International New Zealand</td>
</tr>
<tr>
<td>10</td>
<td>Student Travel Schools (STS) High School Foundation</td>
</tr>
<tr>
<td>11</td>
<td>Youth for understanding (YFU) New Zealand</td>
</tr>
<tr>
<td>12</td>
<td>World Youth Service Society (WYSS)</td>
</tr>
<tr>
<td>14</td>
<td>Student Exchange Australia New Zealand</td>
</tr>
<tr>
<td>15</td>
<td>Tahiti Exchange</td>
</tr>
<tr>
<td>16</td>
<td>NZ Germany Exchange – Dusseldorf</td>
</tr>
<tr>
<td>17</td>
<td>Your Education</td>
</tr>
<tr>
<td>18</td>
<td>New Zealand Switzerland Exchange</td>
</tr>
</tbody>
</table>

**Code** | **Approved school to school exchange**
---|---
99 | New Zealand school has a partner school in another country which is approved by the New Zealand government.
Full-time equivalent (FTE)

Introduction
The March, June and September roll returns are full-time equivalent (FTE) counts. Note that the July return is a headcount.

What is FTE?
The Ministry funds schools on FTE. Calculate FTE by adding together class contact hours, dividing by 20 and rounding to one decimal point. For most students FTE can be between 0.1 and 1.0.

Use the full-time equivalent (FTE) field to work out whether to report a student as full-time or part-time:
» a full-time student has FTE = 1.0
» a part-time student has FTE < 1.0.

FTE for years one to eight
You must count all years one to eight students as full-time students (FTE = 1.0). Your SMS will default year one to eight students to full-time.

Under-16 year olds
All students younger than 16 years old must be full-time, except 15-year-old students attending an STP.

Secondary Tertiary Programmes (STP)
Students attending a Secondary Tertiary Programme (STP) can have an FTE between 0.0 and 1.0 depending on the time the student spends at school. For example:

<table>
<thead>
<tr>
<th>Days a week student attends your school</th>
<th>Percentage</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0.0 FTE</td>
</tr>
<tr>
<td>1</td>
<td>20%</td>
<td>0.2 FTE</td>
</tr>
<tr>
<td>2</td>
<td>40%</td>
<td>0.4 FTE</td>
</tr>
<tr>
<td>3</td>
<td>60%</td>
<td>0.6 FTE</td>
</tr>
<tr>
<td>4</td>
<td>80%</td>
<td>0.8 FTE</td>
</tr>
<tr>
<td>5</td>
<td>100%</td>
<td>1.0 FTE</td>
</tr>
</tbody>
</table>

Adding up FTE totals for part-time students
You must add the FTE for part-time students (with the same funding year level and gender) **without rounding**.

**Example 1:** You have three part-time female students in year 12, each with an FTE of 0.2. The total FTE will be 0.6 (i.e. 3 x 0.2), so write 0.6 on the form. In previous years you would round the total to 1.0.

**Note:** SMSs will apply this rule automatically.

ENROL
Tick the part-time flag in ENROL if a student has an FTE less than 1.0.
Gender

Gender

The Ministry uses gender data to survey participation, retention and achievement by gender in New Zealand.

Recording gender

Record the gender (male or female) of each child in your SMS and ENROL.

Iwi affiliation

Introduction

The Ministry collects Iwi affiliation data from the student data file sent by Schools using an SMS. Be sure to enter Iwi affiliation in your SMS.

Iwi affiliation

Iwi affiliation is about ancestry. Note that some students may affiliate with an Iwi but won’t identify as Māori.

Collecting Iwi affiliation

Your school’s enrolment form should ask students for Iwi affiliations. You should record Iwi affiliation in your SMS and ENROL.

The Ministry doesn’t ask Iwi affiliation questions in the roll return forms.

Using Iwi affiliation data

The Ministry uses the data to report to Iwi authorities and rūnanga on the educational participation and achievement of their children. The Ministry and schools also use this data for statistical purposes.

Iwi affiliation code list

The Ministry uses Statistics New Zealand standard classification to code Iwi. Use these codes when you enter the Iwi affiliations into your SMS.

You can information about Iwi classification on the Education Counts website:


You can send other queries about collecting and coding Iwi to:

» iwi.data@education.govt.nz.
Māori language learning (MLL)

Introduction
The Ministry collects Māori language learning (MLL) data in all four roll returns. The Ministry uses the MLL data to:

» fund schools for Māori language and immersion programmes
» measure participation in these programmes.

Recording Māori language learning data
You should record the highest MLL level for each student. You can record the highest MLL level in your SMS.

Level of learning
You can select one of seven levels for each student. The levels themselves fall into three groups:

» Māori-medium.
» Māori language.
» Taha Māori.

Māori-medium
Māori-medium is where your school delivers the curriculum in Māori (immersion).

<table>
<thead>
<tr>
<th>Level</th>
<th>School teaches curriculum in Māori:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>81–100% of class time – more than 20 and up to 25 hours a week</td>
</tr>
<tr>
<td>2</td>
<td>51–80% of class time – more than 12.5 and up to 20 hours a week</td>
</tr>
</tbody>
</table>

Continued next page
Māori language learning (MLL), Continued

Maori Language in English Medium is where your school delivers the curriculum in both Māori and English (bilingual).

<table>
<thead>
<tr>
<th>Level</th>
<th>School teaches curriculum in Māori:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>31–50% of class time – more than 7.5 and up to 12.5 hours a week</td>
</tr>
<tr>
<td>4a</td>
<td>12%–30% of class time – for more than 3 and up to 7.5 hours a week</td>
</tr>
</tbody>
</table>

Te Reo Māori is where your school teaches Māori language as a subject.

<table>
<thead>
<tr>
<th>Level</th>
<th>School teaches Te Reo Māori as a subject for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4b</td>
<td>At least 3 hours per week</td>
</tr>
<tr>
<td>5</td>
<td>Less than 3 hours per week</td>
</tr>
</tbody>
</table>

Some schools offer Te Reo Māori as a separate subject but rotate students through the Te Reo Māori programme – perhaps a term at a time. Count the students in the programme on the roll count date if this applies to your school.

Your school teaches Māori songs, greetings and simple words. This covers just one level.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Māori songs, greetings and simple words</td>
</tr>
</tbody>
</table>

Each student’s MLL level is sent in the student data file. The Ministry will use this data to calculate the number of students by each MLL level and Funding Year Level.

March and July Returns

Complete the downloadable version of the table if your school doesn’t use an SMS.

The table of has two rows for each MLL level:

» Enter the number of students by funding year level at that level of Māori language learning in the first row.
» Enter the number of Māori students in the second row.

Always complete both rows; even if all your students are Māori.

June and September Returns

Complete the downloadable version of the table if your school doesn’t use an SMS.

The table will only count students in funded levels 1, 2, 3, 4a and 4b in year nine and above.

Continued next page
Exclude some students from the MLL return

Exclude international students and Alternative Education students from the Māori language learning tables. International students and Alternative Education students are not eligible for Māori language funding.

Exclude students enrolled in Secondary Tertiary Programmes from the Māori language learning tables.

Your SMS will automatically exclude these students from the roll return tables.

SMS calculations

Your SMS calculates MLL level from the timetable or from MLL levels set against each student.
# National student number (NSN)

## Introduction

The National Student Number (NSN) is a unique identification number for every student in a New Zealand school. The Ministry gives an NSN to a student when you record a student in ENROL. It is mandatory to record an NSN in your SMS for all students counted in the roll returns.

## Why have an NSN?

Having the NSN allows:
- students to better track their own education history
- the education providers to manage and share information about students easily and in a way that protects student privacy
- the Ministry of Education to uniquely identify students and undertake longitudinal studies.

## What we collect

The NSNs are stored in the National Student Index database. The National Student Index includes only basic student information:
- Name.
- Date of birth.
- Residential status.
- Gender.

The National Student Index **does not** include academic results or information about where students live.

## Using NSNs in the school’s SMS

You can import NSNs from ENROL into your SMS using Get-Check in your SMS. This saves the NSN against each student record.

**Note:** The NSN doesn’t replace your school student identification number.
ORS and Section 9

Introduction
The Ministry does not ask specific questions about ORS or section 9 students in the roll returns. You should normally count ORS and section 9 students on your roll as regular students.

ORS and Section 9 covers two loosely related programmes:
» Ongoing Resourcing Scheme (ORS).
» Section 9 agreements.

Ongoing resourcing scheme (ORS)
The Ongoing Resourcing Scheme (ORS) grants funding for students with the highest special education needs. Most often these students have these special education needs permanently. ORS can be high needs or very high needs.

Section 9 agreement
A section 9 agreement is a formal agreement between the Ministry of Education and the parents or guardians of a child or young person. A section 9 agreement allows the child or young person to receive special education services or to enrol at a special school.

Note:
» ORS students usually have a section 9 agreement.
» Not all section 9 students are ORS students.
» The Ministry sends a confirmation letter to the educator and parents when the Ministry approves an ORS application. The Ministry considers the confirmation letter to be the section 9 agreement.

Age limits
ORS and section 9 agreements relax the age limits for certain funding year levels. They allow special education needs students to:
» stay in years one to eight after they turn 14.
» attend school until the end of the year in which they turn 21.

Setting up ORS and Section 9 students in your SMS
In your SMS you can record students as:

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>High ORS</td>
<td>H</td>
</tr>
<tr>
<td>Very High ORS</td>
<td>V</td>
</tr>
<tr>
<td>Section 9 without ORS</td>
<td>S</td>
</tr>
<tr>
<td>No ORS or section 9</td>
<td>N</td>
</tr>
</tbody>
</table>

Properly setting up a special education needs student using the ORS and Section 9 field will relax the age check rules in your SMS.

Further information
For further information about ORS and Section 9 agreements go to:
Pacific-medium – language and level

Introduction
The Ministry collects *Pacific Medium Education* data in the July 2016 School Roll Return. The Ministry uses Pacific-medium data to:
» measure how much Pacific-medium education schools provide
» aid policy development.

Definition
Schools can deliver Pacific-medium education curriculum:
» in a pacific language only (immersion)
» in a pacific language and English (bilingual).

Pacific languages
The Ministry collects Pacific-medium data for:
» Cook Island Māori
» Fijian
» Niuean
» Samoan
» Tokelauan
» Tongan
» Other Pacific languages.

Pacific-medium education
Schools can report Pacific medium education at four levels.

<table>
<thead>
<tr>
<th>Level</th>
<th>School teaches curriculum in a Pacific language:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>81–100% of total time – more than 20 and up to 25 hours per week</td>
</tr>
<tr>
<td>2</td>
<td>51–80% of total time – more than 12.5 and up to 20 hours per week</td>
</tr>
<tr>
<td>3</td>
<td>31–50% of total time – more than 7.5 and up to 12.5 hours per week</td>
</tr>
<tr>
<td>4</td>
<td>12–30% of total time – than 3 and up to 7.5 hours per week</td>
</tr>
</tbody>
</table>

The Pacific language learning table has one row for each Pacific-medium level. Enter the total number of students at that Pacific language learning level by funding year level.

Reporting Pacific medium data
Record the highest level of learning for each student in your SMS. Each student’s highest level is sent in the student data file. The Ministry will use this data to calculate the number of students by each language learning level and funding year level.

If you don’t use an SMS, complete the Pacific Medium education table in the roll return spreadsheet.
## Predicted rolls

### Introduction

The Ministry collects *predicted rolls* in the July 2016 School Roll Return. The question asks for three prediction types:

- Roll predictions.
- Estimated new entrants.
- Māori medium predictions.

### Why collect predicted rolls?

The Ministry uses the predicted rolls in three ways:

- To help calculate the first funding instalment of 2016.
- To help calculate the provisional staffing roll for 2016. The Ministry uses the 2016 provisional staffing roll to calculate the Guaranteed Minimum Formula Staffing (GMFS) for 2016.
- For planning and forecasting.

### Roll predictions

In July 2016, schools should:

- predict their student rolls for March 2016
- estimate their student rolls for March 2017 and March 2018.

Primary level schools (with years one to eight) should predict their regular student roll by funding year level.

Secondary level schools (with years nine to 15) should predict their student roll by funding year level by these student types:

- regular students (full time and part time, rounded to a whole number)
- adult students (full time and part time, rounded to a whole number)
- Secondary Tertiary Programme (STP) students (to 1 decimal place).

### Estimated New Entrants

In 2016, schools should estimate New Entrant enrolments from 1 March 2016 – 1 October 2016. The Ministry uses these estimates to improve the accuracy of the Ministry’s estimate for roll growth (new entrants) for the school year and resource.

### Māori-medium predictions

In July 2016, schools should predict the total students in Māori language learning levels 1 to 4b for March 2016.

*Continued next page*
Predicted rolls, Continued

STP predictions – calculating FTE

Your STP predictions depend on how many students you expect to take part and what you expect the students’ FTE to be. To work out your predicted STP FTE:

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Predict how many students you expect to take part by funding year level and by STP provider.</td>
</tr>
</tbody>
</table>
| 2    | Calculate the average FTE that you expect these students to be at your school. Notes:  
  » FTE will vary depending on STP provider  
  » your school may have a programme with more than one provider.  
  Refer to the FTE section (page 42) for more information about STP FTE. |
| 3    | Add up the total FTE by funding year level. |
| 4    | Enter the FTE totals by funding year level in the predicted roll table in the July roll return. |

Privacy indicator

What is the privacy indicator?

Schools should use the privacy indicator in their SMS to suppress student address details for privacy reasons.

Contact the Data Collection Unit if the Ministry should suppress a student’s surname.
### School ID

**What is School ID?**

School ID is the unique identifier number the Ministry of Education assigns to schools.

### Student ID

**What is student ID?**

Student ID is the unique identification number your SMS assigns to your students.

### Student name

**Introduction**

The Ministry collects the names in the student data file (.moe file) that you send to the Ministry.

**Why collect student names?**

The Ministry collects the student name data:
- for data quality work with ENROL
- to assign National Student Numbers (NSN).

**Legal student name**

The legal student name is the student's legal surname, first name and middle names as on the student's birth certificate or passport.

You should enter the student’s correct full legal name in the *legal name* field in your SMS.

**Preferred student name**

Students may have a preferred name that isn’t on the student’s birth certificate or passport.

You should enter other names in the preferred name field in your SMS. Never enter a preferred name in the legal name field.
Student types

Introduction

The Ministry uses student type data to work out which students to fund. You can assign a student one student type only.

Student types

Below is a list of all valid student types.

<table>
<thead>
<tr>
<th>Code</th>
<th>Student type</th>
<th>Count in roll return?</th>
</tr>
</thead>
<tbody>
<tr>
<td>FF</td>
<td>International Fee-paying Student</td>
<td>Yes, as international</td>
</tr>
<tr>
<td>EX</td>
<td>Exchange Student who meets the definition of an adult student.</td>
<td>Yes, as a regular student</td>
</tr>
<tr>
<td>RE</td>
<td>Regular Student</td>
<td>Yes, as a regular student</td>
</tr>
<tr>
<td>RE</td>
<td>Regular student enrolled in a Secondary Tertiary Programme (STP)</td>
<td>Yes, as an STP student</td>
</tr>
<tr>
<td>RA</td>
<td>Regular Adult Student (year nine and above students only)</td>
<td>Yes, as an adult student</td>
</tr>
<tr>
<td>AD</td>
<td>Returning Adult Student (year nine and above students only)</td>
<td>Yes, as an adult student</td>
</tr>
<tr>
<td>AE</td>
<td>Alternative Education Student (year nine to 13 students only)</td>
<td>Yes, as Alternative Education student</td>
</tr>
<tr>
<td>EM</td>
<td>External Student</td>
<td>No</td>
</tr>
<tr>
<td>SA</td>
<td>Satellite Class Student</td>
<td>No</td>
</tr>
<tr>
<td>NA</td>
<td>Not Attending</td>
<td>No</td>
</tr>
<tr>
<td>NF</td>
<td>Not Funded</td>
<td>No</td>
</tr>
<tr>
<td>SF</td>
<td>Separately Funded</td>
<td>No</td>
</tr>
</tbody>
</table>

Choosing the right student type

Choose the first student type above that applies to your student. The Ministry ranks student types in this order.

International fee-paying student (FF)

An international student is a student who pays full tuition costs with his or her own funds or sponsored funds.

Exchange student (EX)

An exchange student is an overseas student studying in New Zealand under a New Zealand Government approved programme. Exchange students don’t pay tuition fees.

Refer to page 27 for more information about counting exchange students in your roll return.

Refer to page 41 for a list of approved exchange schemes.
## Student types, Continued

**Regular student (RE)**
A regular student is a New Zealand student or a student treated as a New Zealand student for funding and staffing purposes. A regular student is also aged less than 19 years at 1 January of the roll count year. Special-education-needs students can attend school as regular students until the end of the year in which they turn 21.

Regular students include:
» students in general classrooms
» students in special education needs units.

Regular students exclude:
» international fee-paying students
» Alternative Education students
» adult students.

**Regular adult student (RA)**
A student, aged 19 years or over on 1 January of the roll count year, who was a regular student but is continuing at school.

See also the section on adult student enrolment policy on page 21.

**Returning adult student (AD)**
A returning adult student is a student who:
» returns to school after a year-long break (or longer)
» is aged 19 years or over on 1 January of the roll count year.

See also the section on adult student enrolment policy on page 21.

**Alternative Education student (AE)**
Schools can count an Alternative Education (AE) student on one school’s roll only, either the managing school’s roll or another consortium school’s roll.

Schools can’t count AE students as regular students; the Ministry funds AE student places through a separate contract.

AE students must have a funding year level between year nine and 13.

See also the section on counting Alternative Education students on page 26.

**External student (EM)**
An external student is a student who attends your school for some courses but attends another school for most of his or her instruction.

Do not count an external student on your roll return. The student’s other school should enrol and count the student.

Boards of Trustees may exchange funds to compensate for the time a student spends at another school.
### Student types, Continued

<table>
<thead>
<tr>
<th>Student type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Satellite class student (SA)</strong></td>
<td>Some schools host a special school satellite class for students with special education needs.</td>
</tr>
<tr>
<td></td>
<td>Do not count satellite class students count on your roll return. The special school the satellite class belongs to should enrol and count the student.</td>
</tr>
<tr>
<td><strong>Not attending (NA)</strong></td>
<td>Use this student type for students not attending on roll count day if there is no documentation to support his or her absence. The NA code is for temporary absence only. Do not use it for students who have left the school permanently. You won’t count these students on your roll return.</td>
</tr>
<tr>
<td><strong>Not funded (NF)</strong></td>
<td>Use this student type for students attending school on roll count day that do not receive funding or pay fees. This is typically students on a 28-Day Waiver or an Extended 28-Day Waiver.</td>
</tr>
<tr>
<td><strong>Separately funded (SF)</strong></td>
<td>A separately funded student is a student in a separately funded unit. Exclude separately funded students from your roll return.</td>
</tr>
</tbody>
</table>
Teacher losses – Insert-E
(for state and state-integrated schools only)

Introduction
The Ministry sends an Insert-E with the July 2016 School Roll Return. The Insert-E asks for leaving reasons for permanently appointed teachers that have left your school (and the state-schooling sector) between pay-period four in May of last year to period four in May of the current year.

When will you get an Insert-E?
You will only get an Insert-E if you have had permanently appointed teachers leave your school (and the state-schooling sector) between pay-period four in May of last year to period four in May of the current year.

The Insert-E doesn’t include teachers who have left your school to teach at another state or state-integrated school.

Collecting teacher loss data
Schools should enter the reason that best describes why each teacher left. Use a reason listed on the form and enter the appropriate code in the Reason field.

Why collect teacher loss data?
The Ministry uses teacher loss data:
» in teacher supply analysis and policy
» to identify teacher employment trends and patterns.
Current year level

The current year level (CYL) goes from year one (previously primer one or J1) to year 13 (previously form seven).

Schools decide the current year level for their students. Schools record the current year level in ENROL and their SMSs. ENROL and SMSs automatically increase the year level by one at the start of each year. Schools can reset the year level for any student if necessary.

Funding year level

Introduction

Funding year level measures the number of years a student receives schooling. Funding year level provides the Ministry of Education with a way to count students for resourcing that is independent of:

» the way schools assign academic year levels

» students’ programmes of study.

Funding year level is not the same as current year level

Funding year level is not a measure of a student’s academic level. Where a student fits academically is at the principal’s discretion. Thus a student’s current year level may be different from his or her funding year level.

Misconceptions

Do not base funding year level on:

» a student’s fifth birthday since students may start school any time between their fifth and sixth birthdays

» a school’s internal system of promoting students to the next academic level in April or May

» a student’s academic level, even if you’ve accelerated or held back the student.

Calculating funding year level

You would normally base a student’s funding year level on the date the student began schooling.

To calculate the funding year level, check the student’s First schooling date:

<table>
<thead>
<tr>
<th>If the first schooling date is:</th>
<th>Then Funding Year is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>on or before 1 July</td>
<td>1</td>
</tr>
<tr>
<td>after 1 July</td>
<td>0</td>
</tr>
</tbody>
</table>

The student keeps this funding year level for the rest of the calendar year. In January of the next year increase every student’s Funding Year by one.

Your school’s SMS calculates funding year level using these rules.

Continued next page
Funding year level, Continued

Examples of funding year level calculation

**Example 1:** Tim started school for the first time on 15 May 2015. His funding year level was year one for the rest of 2015. In January 2016 he went up to year two. In 2017 he will be in year three.

**Example 2:** Aroha started school for the first time on 2 July 2015. Her funding year was year zero for the rest of 2015. In January 2016 she went up to year one. In 2017 she will be in year two.

**Example 3:** Susan transferred to your school from another school on 10 August 2015. Her First schooling date (at her previous school) was 5 June 2013. Therefore in 2016 her funding year is year four, having started school for the first time as a year one in 2013.

**Example of wrong calculation:** Susan (above) started at your school on 10 August 2015. If using her first attendance date (at this school) instead of her first schooling date (at her previous school), she would register as funding year level one in 2016. This calculation is wrong.

Students moving from another school

Be sure to use the date a student first started school as the **date of first schooling** when a student moves from another school. Do not use the date the student starts at your school.

Students starting school after age six

When a student starts school after the compulsory starting age of six you have two choices:

1. Use the student’s sixth birthday as the first schooling date. You can use this date to work out the student’s funding year level.
2. Otherwise choose the funding year level most students of the same age have.

These rules apply to migrant children and previously home-schooled students.

Re-setting funding year level

You can only reset a student’s funding year level at year seven, year eight and year nine:

» Students in their final two years of primary and intermediate schooling must have their funding year level set at year seven and year eight to calculate the correct funding and staffing for technology.

» Set the funding year level for all students in their first year of secondary level schooling to year nine.

Continued next page
### Funding year level, Continued

| **Funding year level for school leavers** | Decrease a student’s year level by one if he or she attends your school at the start of the year, but leaves before 1 March. This means the student’s funding year level is the same as last year’s.  
This means the Ministry can report the student’s correct year level in the school leaver data. |
| **Returning students** | When a 16-year-old (or older) student returns to school after leaving schooling for at least a year, give them the same funding year level as when they left. |
| **Returning adult students** | Give returning adult students a funding year level matching their subject levels. |
Zoning status
(For state schools only – excludes state-integrated schools)

Introduction
A student’s zoning status shows whether the student lives inside or outside the school’s zone.

Note: Zoning status only applies to state schools with an approved enrolment scheme.

Why collect zoning status data?
The Ministry collects zoning status data to help the Ministry with accommodation provision and school network planning.

Does my school have an enrolment scheme?
If you’re unsure whether your school has an enrolment scheme, contact your local office or refer to:
» http://www.schoolzones.co.nz

Private schools do not have Ministry-approved enrolment schemes.

Enrolment scheme vs. Zoning
Kura Kaupapa Māori, designated character schools, special schools and state integrated schools may have approved enrolment schemes, but they will not have school zones. Therefore these schools do not need to provide zoning status data.

Recording zoning status
Schools can choose from three codes when setting a student’s zoning status:

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>INZ</td>
<td>In zone</td>
<td>Student lived in school zone at any time after first attendance date.</td>
</tr>
<tr>
<td>OUTZ</td>
<td>Out of zone</td>
<td>Student lives outside the school’s zone. It is encouraged to give the value of INZN to adult students who reside in zone. In Table M6 all adults will be counted in the OUTZ column.</td>
</tr>
<tr>
<td>NAPP</td>
<td>Not applicable</td>
<td>Zoning status doesn’t apply to the student.</td>
</tr>
</tbody>
</table>

Schools with SMSs
You should be able to enter whether your school has an enrolment scheme in your SMS. You should also be able to enter the date your school entered the scheme.

Your SMS should automatically default your students to ‘not applicable’ (NAPP) if you do not have an enrolment scheme.

Continued next page
Zoning status, Continued

**Working out a student’s zoning status**

Use the chart below to work out a new student’s zoning status.

**Student moves or scheme changes**

Use the chart below to work out a student’s zoning status if he or she moves, or your enrolment scheme changes.

**Who is coded NAPP?**

Schools must code the following students as NAPP (Not applicable):

- All students whose date of first attendance at your school is before the effective date of your school’s enrolment scheme.
- All international fee-paying students.
- Students attending your school but enrolled elsewhere.
- Part-time students.

**More information**

You can find more information at:

Secondary – Year nine and above

Introduction
The following sections apply to schools with year nine to 15 students.

Contact Details – Youth Service

What does Youth Service do?
In 2012 the Government introduced a new “wrap-around” service called Youth Service. Youth Service improves the financial support and service the government provides to young people.

The Ministry of Education sends some student and caregiver contact details to the Ministry of Social Development (MSD) for use by the Youth Service programme. The Ministry of Social Development (MSD) contracts specialists to provide Youth Service. Youth Service targets 16 to 18-year-olds (and some 15-year-olds) who are:

» at risk of becoming not in education, employment or training (NEET)
» youth beneficiaries
» teen parents.

Youth Service works alongside these young people to:

» help them enrol in suitable education, training or work-based learning
» arrange childcare places
» highlight the benefits of ECE and encourage its use
» manage their finances and help them budget
» make the most of local housing markets and reduce housing costs where possible
» register with their local PHO, undertake parenting courses and to be up-to-date with WellChild checks (if a parent)
» help them transition to independence.

What does the Ministry do?
The Ministry sends student information from ENROL and SMSs, including contact details, to MSD.

What should schools do?
Schools should collect student contact details as they normally would, keeping ENROL and SMSs up-to-date.

Schools should advise students and parents of Youth Service. Update your enrolments forms to include Youth Service in the privacy statement – refer to page 5 for a privacy statement example.

Continued next page
Contact Details – Youth Service, Continued

Withhold Contact Details flag

Tick the Withhold Contact Details flag if the student or caregiver does not want their contact details to go to MSD for privacy reasons.

If the flag is ticked, the contact detail fields for that student will not be included in the student data file.

The flag does not affect the residential address field, which is not passed to MSD.

Note: the Withhold Contact Details flag is different to the privacy indicator. Refer to the section ‘Privacy indicator’ on page 51 for more information on what this does.

Student contact details

The Ministry sends student contact details to MSD. This includes:

» home phone number
» cell phone number
» second home phone number for the student
» email address (out of school email address where possible).

Caregiver contact details

The Ministry sends caregiver details to MSD. This includes:

» name of first contact person or primary caregiver, or combined name if not held separately.
» postal address and phone details.
» name and contact details of second contact person or primary caregiver, or combined name if not held separately.

Hours per year

What is hours per year?

This field indicates the approximate number of hours per year a student studies a secondary level subject. These figures only need to be approximate so you don’t need to adjust the numbers for holidays, sports days.

Do not include subjects that you timetable for less than 20 hours per year.
Secondary subjects

Introduction
The Ministry collects data on subjects that students study any time during the school year (rather than at one date). Each student's subjects are collected in the student data file.

Counting students
The secondary subjects question is a count of students studying each subject at each instructional year level. Count a student if he or she studies a subject for more than 20 hours over the year.

Instructional year level
A student's instructional year level may differ from a student's funding year level. For example, a Year 13 student studying Science at NCEA Level One is instructional year level 11 for science.

Correspondence School
In the secondary subjects question, you can count a student studying a subject through the Correspondence School.

STAR
Report STAR subjects with other subjects. Ensure that students participating in STAR programmes (who therefore use STAR funding) during the year are indicated in your SMS (by marking either the subject or the student, depending on your SMS).

Year nine and 10 - Compulsory subjects
Schools teach seven compulsory curriculum areas to year nine and 10 students: language and languages, mathematics, science, technology, social sciences, the arts and health and physical well-being. Please include the subjects for year nine and 10 students in your July 2016 School Roll Return.

Using your SMS
You can enter subject information for individual students in your SMS. The codes your school uses in the timetable section of your SMS must map to the Ministry's subject codes. This means that when you send your .moe file it will contain the correct Ministry codes for your students' subjects.

Go to Appendix B on page 72 for subjects and subject codes.

Continued next page
Secondary subjects, Continued

**Integrated studies**
For integrated studies (where classes use content from more than one curriculum area) timetable the two main subjects as best as possible. Or, use the integrated studies subject code (INTS).

**Mode of instruction**
Leave the mode of instruction field for each of your timetabled subjects blank in your SMS.

---

### Instructional year level

Each subject has a level of study, known as instructional year level, associated with it to indicate the class level at which it is generally studied. The instructional year level may differ from a student’s funding year level. For example, a year 13 student studying science at NCEA level one is to be recorded under instructional year 11.

<table>
<thead>
<tr>
<th>Instructional year level</th>
<th>What subjects to include</th>
</tr>
</thead>
<tbody>
<tr>
<td>ZN07</td>
<td>Not collected in the roll return</td>
</tr>
<tr>
<td>ZN08</td>
<td>Not collected in the roll return</td>
</tr>
<tr>
<td>ZN09</td>
<td>Include all subjects being studied at this level</td>
</tr>
<tr>
<td>ZN10</td>
<td>Include all subjects being studied at this level</td>
</tr>
</tbody>
</table>

Include all subjects being studied at these levels such as:

<table>
<thead>
<tr>
<th>Instructional year level</th>
<th>What subjects to include</th>
</tr>
</thead>
<tbody>
<tr>
<td>ZN11</td>
<td>NCEA level one&lt;br&gt;Other national certificate level one&lt;br&gt;Locally developed year 11 subjects&lt;br&gt;Other year 11 curriculum such as ACE, IB or Cambridge exams</td>
</tr>
<tr>
<td>ZN12</td>
<td>NCEA level two&lt;br&gt;Other national certificate level two&lt;br&gt;Locally developed year 12 subjects&lt;br&gt;Other year 12 curriculum such as ACE, IB or Cambridge exams</td>
</tr>
<tr>
<td>ZN13</td>
<td>NCEA level three&lt;br&gt;Other national certificate level three&lt;br&gt;Locally developed year 13 subjects&lt;br&gt;Other year 13 curriculum such as ACE, IB or Cambridge exams</td>
</tr>
<tr>
<td>ZNAD</td>
<td>New Zealand scholarship&lt;br&gt;Other national certificate level four&lt;br&gt;Note: On roll return forms and computer-generated tables, students studying at the advanced level must be counted with those in instructional year level Y13.</td>
</tr>
</tbody>
</table>

---

2016 Roll Return Guidelines 65
# Secondary Tertiary Alignment Resource (STAR)

## Introduction

The Ministry is now collecting Secondary Tertiary Alignment Resource (STAR) student count data. This will be collected via the student data file (moe.file) in all four roll returns.

The STAR roll return data will be used to ensure student needs continue to be met, monitor the effectiveness of STAR on student achievement and retention, and to identify and disseminate effective practice.

## Secondary Tertiary Alignment Resource (STAR)

STAR delivers additional operational grant funding to all State and State-Integrated schools with year 11-13+ students to assist schools, in partnership with another provider (or workplace), to provide students alternative learning experiences to support their retention and achievement in education and to help students find suitable pathways to work or further study.

## Operational funding for STAR

There will be no change to the way your STAR operational grant funding is calculated (based on your Y11-Y13+ roll) in 2016.

## Using your SMS

All STAR students will be set up in your Student Management System (SMS) as regular students. Then select the relevant STAR identifier in the student’s record within your SMS to identify the student as having participated in a STAR programme.

Dependant on your SMS provider, this is likely to simply involve:

- A STAR/STAR Funding Field or Flag in the Students Record– Select YES or tick the STAR flag
- A STAR Funded Course Date – Enter the course start date to identify the student as STAR funded
- Some SMS providers may also offer the ability to set a particular subject as STAR funded. If this is done, once students are entered into the subject, this will automatically set the STAR flag in the students record

Specific instructions have been provided by SMS providers. To view these instructions go to:


Please contact your SMS provider if you have any trouble setting the STAR identifier for your students.
# Secondary Tertiary Programmes (STP)

## Introduction

The Ministry collects Secondary Tertiary Programme (STP) student count data by funding year level in the roll count tables in all four roll returns. The Ministry also collects the STP student count by funding year level and STP provider as a separate question in the March and July returns.

## STP student count by STP provider

The Secondary Tertiary Programme (STP) question is in the March and July roll returns: The STP question is a count of your STP students by funding year level and STP provider.

## STP student count by funding year level

In the main roll count table, count STP students in the STP column separate from other student types. If you’re using an SMS, this should happen automatically.
# Teen Parent Units (TPU)

## Introduction

The Ministry of Education collects Teen Parent Unit (TPU) roll count data to:

- identify when maximum roll changes may be necessary
- help with audit and statistical reporting.

## Enrolling regular students

The Ministry advises Teen Parent Units (TPU) to prioritise enrolments for **regular** students who are pregnant or a parent.

Note: a regular student is a student who is younger than 19 years old on 1 January of the current year.

## Enrolling adult students

Schools can choose to:

a. continue enrolments for adult students who first enrolled in the TPU as eligible regular students.

b. enrol adult students who are pregnant or a parent.

The Ministry recommends schools enrol adult students in TPUs only if schools do not foresee the adult students taking the place of eligible regular students who may enrol later in the school year.

Note: an adult student is a student who had his or her 19th birthday before 1 January of the current year.

## Part-time students

To enrol part time a student must be 16 years or older

However, all students between 16 and 18 years old and receiving a Young Parent Payment from the Government must to be in full-time education to receive the benefit.

## Maximum rolls

The Ministry uses higher rates and maximum rolls to fund TPUs.

Schools can enrol students in their TPU above the maximum rolls but the Ministry recommends that schools only enrol students above their maximum roll if:

a. the school adds extra staffing and funding to the TPU to not disadvantage students (for example, add staff to keep teacher-student ratios at levels the students are entitled to)

b. the TPU does not break health and safety rules by enrolling too many students.

## Changing your maximum roll

The Ministry plans to monitor enrolments yearly and will consider lowering a TPU's maximum roll if:

a. there are fewer students enrolling at the TPU than the maximum roll

b. there are adult students taking roll places long-term.

*Continued next page*
Teen Parent Units (TPU), Continued

Completing the TPU form

For the March and July roll returns:
1. The Ministry sends TPU forms to governing schools.
2. The governing school should complete the TPU form using information from the school's SMS.
3. The teacher in charge of the TPU and the governing school principal should check and sign the TPU form.

Students to include on the TPU form

Include students who attend the TPU for tuition on the roll count date.

For absences of more than five days, you need a medical certificate from a registered medical practitioner or a registered counsellor. Keep the certificate on file.

TPU students absent following the birth of a child

TPU students may be absent following childbirth. Count an absent student if:
» he or she was attending the TPU for tuition in the current school year before the roll count date
» The TPU has:
  - a medical certificate for the student
  - a birth certificate for the child
  - documented evidence the student intends to return to the TPU
» his or her absence does not exceed 15 consecutive weeks in the current school year.

TPU student categories

The Ministry classifies TPU students into four types:
» Eligible and enrolled regular students.
» Enrolled adult students.
» Over-maximum eligible and enrolled regular students.
» Over-maximum enrolled adult students.

A list of all TPU student types and codes are on the next page. Make sure you use the correct codes in your SMS.

In ENROL, use the ‘attending off-site’ flag to help the Ministry identify TPU students.

Continued next page
### Teen Parent Units (TPU), Continued

This table lists all the TPU student types and their SMS codes.

<table>
<thead>
<tr>
<th>Student type</th>
<th>SMS code</th>
<th>Definition and description</th>
<th>Where counted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teen parent eligible and enrolled regular student</td>
<td>TPRE</td>
<td>A <em>teen parent eligible and enrolled regular student</em>:</td>
<td>TPU Form only</td>
</tr>
<tr>
<td></td>
<td></td>
<td>» is pregnant or is a parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>» is enrolled within the TPU’s maximum roll</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>» was under 19 years old at 1 January of the current year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A TPRE student can stay enrolled at a TPU after the year in which he or she reached 19 years old. However at the beginning of the new year change his or her student type to <em>teen parent enrolled continuing adult student</em> (TPRAE).</td>
<td></td>
</tr>
<tr>
<td>Teen parent enrolled continuing adult student</td>
<td>TPRAE</td>
<td>A <em>Teen parent enrolled continuing adult student</em> is a student who first enrolled in the TPU as regular student but is now an adult student.</td>
<td>TPU Form only</td>
</tr>
<tr>
<td>Teen parent eligible and enrolled regular student over maximum roll</td>
<td>TPROM</td>
<td>A <em>teen parent regular student over maximum roll</em> is a regular student whose enrolment causes the TPU to exceed its maximum roll.</td>
<td>Governing school form and TPU form</td>
</tr>
<tr>
<td>Teen parent regular adult student over maximum roll</td>
<td>TPROM</td>
<td>A <em>teen parent regular adult student over maximum roll</em> is an adult student whose enrolment causes the TPU to exceed its maximum roll.</td>
<td>Governing school form and TPU form</td>
</tr>
<tr>
<td>Teen parent other adult student</td>
<td>TPAD</td>
<td><em>Teen parent other adult student</em> is a student enrolling at the TPU as an adult student. The student must fit within the TPU’s maximum roll. The student could be enrolling at the TPU for the first time or returning after a break of one year or more.</td>
<td>TPU Form only</td>
</tr>
</tbody>
</table>

#### Regular or Adult student?

A **regular student** is a student who is younger than 19 years old on 1 January of the current year. An **adult student** is a student who had his or her 19th birthday before 1 January of the current year.

#### Governing school’s SMS and roll return

The governing school’s SMS will **exclude** TPRE, TPRAE and TPAD students from the governing school’s roll return tables.

The governing school’s SMS will **include** the over-maximum and returning adult students on the governing school’s roll return tables:

» TPREOM students as regular students.

» TPRAOM students as adult students.
Appendices

Appendix A – Non-NQF qualification codes

The following table shows the secondary attainment codes for non-NQF qualifications.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>International Baccalaureate (prep year) Year 11</td>
</tr>
<tr>
<td>61</td>
<td>International Baccalaureate Year 12</td>
</tr>
<tr>
<td>62</td>
<td>International Baccalaureate Year 13</td>
</tr>
<tr>
<td>70</td>
<td>Cambridge International Exams Year 11</td>
</tr>
<tr>
<td>71</td>
<td>Cambridge International Exams Year 12</td>
</tr>
<tr>
<td>72</td>
<td>Cambridge International Exams Year 13</td>
</tr>
<tr>
<td>80</td>
<td>Accelerated Christian Education Year 11</td>
</tr>
<tr>
<td>81</td>
<td>Accelerated Christian Education Year 12</td>
</tr>
<tr>
<td>82</td>
<td>Accelerated Christian Education Year 13</td>
</tr>
<tr>
<td>90</td>
<td>Other Overseas Awards Year 11</td>
</tr>
<tr>
<td>91</td>
<td>Other Overseas Awards Year 12</td>
</tr>
<tr>
<td>92</td>
<td>Other Overseas Awards Year 13</td>
</tr>
<tr>
<td>00</td>
<td>No formal Attainment</td>
</tr>
</tbody>
</table>
## Appendix B – Secondary subject codes

<table>
<thead>
<tr>
<th>Subject</th>
<th>Code</th>
<th>Subject</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Languages/Ngā Reo</td>
<td></td>
<td>Technology/Hangarau</td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>CHIN</td>
<td>Technology</td>
<td>TECH/TECN</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>COMM</td>
<td>Biotechnology</td>
<td>BITE</td>
</tr>
<tr>
<td>Cook Island Māori</td>
<td>COOK</td>
<td>Computer Science or Programming</td>
<td>COSC</td>
</tr>
<tr>
<td>English</td>
<td>ENGL</td>
<td>Computer Studies</td>
<td>COMP</td>
</tr>
<tr>
<td>English as a second language</td>
<td>ENSL</td>
<td>Design, Drawing and Graphics</td>
<td>DEST</td>
</tr>
<tr>
<td>English (Remedial)</td>
<td>REME</td>
<td>Electronics and Control</td>
<td>ELTE</td>
</tr>
<tr>
<td>French</td>
<td>FREN</td>
<td>Food Technology</td>
<td>FOTE</td>
</tr>
<tr>
<td>German</td>
<td>GERM</td>
<td>Graphics</td>
<td>GRAP</td>
</tr>
<tr>
<td>Indonesian</td>
<td>INDO</td>
<td>Information or Communication Tech</td>
<td>INTE</td>
</tr>
<tr>
<td>Japanese</td>
<td>JAPA</td>
<td>Materials Technology</td>
<td>MTEC</td>
</tr>
<tr>
<td>Korean</td>
<td>KORE</td>
<td>Structures and Mechanisms</td>
<td>STME</td>
</tr>
<tr>
<td>Latin</td>
<td>LATI</td>
<td>Text and Information Management</td>
<td>TIMA</td>
</tr>
<tr>
<td>Niuean</td>
<td>NIUE</td>
<td>Textiles or Clothing</td>
<td>CLTX</td>
</tr>
<tr>
<td>Other Languages</td>
<td>OLAN</td>
<td>The Arts/Ngā Toi</td>
<td></td>
</tr>
<tr>
<td>Pacific Language Studies</td>
<td>PLAN</td>
<td>Performing Arts</td>
<td></td>
</tr>
<tr>
<td>Russian</td>
<td>RUSS</td>
<td>The Arts</td>
<td>ARTA</td>
</tr>
<tr>
<td>Samoan</td>
<td>SAMO</td>
<td>Art Design</td>
<td>ARTD</td>
</tr>
<tr>
<td>Spanish</td>
<td>SPAN</td>
<td>Art History</td>
<td>ARTH</td>
</tr>
<tr>
<td>Te Reo Māori</td>
<td>MAOR</td>
<td>Dance</td>
<td>DANC</td>
</tr>
<tr>
<td>Te Reo Rangatira</td>
<td>RANG</td>
<td>Drama</td>
<td>DRAM</td>
</tr>
<tr>
<td>Tokelauan</td>
<td>TOKE</td>
<td>Music/Music Studies</td>
<td>MUSC</td>
</tr>
<tr>
<td>Tongan</td>
<td>TONG</td>
<td>Music Practical / Performance</td>
<td>MUSP</td>
</tr>
<tr>
<td>Mathematics/Pāngarau</td>
<td>MATH</td>
<td>Performing Arts</td>
<td>APER</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>Photography</td>
<td>ARTP</td>
</tr>
<tr>
<td>Mathematics with Calculus</td>
<td>MATC</td>
<td>Printmaking</td>
<td>ARPR</td>
</tr>
<tr>
<td>Mathematics with Statistics</td>
<td>MATS</td>
<td>Sculpture</td>
<td>ARTS</td>
</tr>
<tr>
<td>Mathematics (Remedial)</td>
<td>REMM</td>
<td>Visual Arts</td>
<td>ARTC</td>
</tr>
<tr>
<td>Accounting</td>
<td>ACCO</td>
<td>Social Sciences/Tikanga-a-iwi</td>
<td></td>
</tr>
<tr>
<td>Science/Putaio</td>
<td>SCIE</td>
<td>Social Studies</td>
<td>SOST</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>Classics or Classical Studies</td>
<td>CLST</td>
</tr>
<tr>
<td>Agriculture or Horticulture</td>
<td>AGHO</td>
<td>Community Studies</td>
<td>CMTY</td>
</tr>
<tr>
<td>Biology/Biological Science</td>
<td>BIOL</td>
<td>Economics</td>
<td>ECON</td>
</tr>
<tr>
<td>Chemistry</td>
<td>CHEM</td>
<td>Environmental Sustainability</td>
<td>ENVS</td>
</tr>
<tr>
<td>Earth Science or Astronomy</td>
<td>EAAS</td>
<td>Geography</td>
<td>GEOG</td>
</tr>
<tr>
<td>Human Biology</td>
<td>HUMB</td>
<td>History</td>
<td>HIST</td>
</tr>
<tr>
<td>Physics</td>
<td>PHYS</td>
<td>Language and Cultural Studies</td>
<td>LACU</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Māori Studies</td>
<td>MAOS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Media Studies</td>
<td>MEST</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other Social Sciences</td>
<td>SOSC</td>
</tr>
</tbody>
</table>

*Continued next page*
<table>
<thead>
<tr>
<th>Subject</th>
<th>Code</th>
<th>Subject</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Physical Education/Hauora</td>
<td>HEPH</td>
<td>Forestry</td>
<td>FOTY</td>
</tr>
<tr>
<td>Health</td>
<td>HEED</td>
<td>Industrial Trades (For example, Automotive, Electrical, Electronic)</td>
<td>INTR</td>
</tr>
<tr>
<td>Home Economics</td>
<td>HOME</td>
<td>Integrated studies</td>
<td>INTS</td>
</tr>
<tr>
<td>Outdoor Education</td>
<td>OUED</td>
<td>Legal or Law-related studies</td>
<td>LAWS</td>
</tr>
<tr>
<td>Physical Education</td>
<td>PHED</td>
<td>Life skills or Personal Development</td>
<td>LIFE</td>
</tr>
<tr>
<td>Sports Studies</td>
<td>SPOR</td>
<td>Religious Education or Studies</td>
<td>REST</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Remedial Studies</td>
<td>REMS</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>Secondary Tertiary Programme</td>
<td>STPR</td>
</tr>
<tr>
<td>Commerce related (For example, Business, Sales and Marketing, Finance)</td>
<td>BUSS</td>
<td>Service Trades (For example, Hairdressing, Chef)</td>
<td>SETR</td>
</tr>
<tr>
<td>Defence</td>
<td>DEFE</td>
<td>Special Needs Programme</td>
<td>SPPR</td>
</tr>
<tr>
<td>Equestrian</td>
<td>EQUE</td>
<td>Study-Skills</td>
<td>STDY</td>
</tr>
<tr>
<td>Farming</td>
<td>FARM</td>
<td>Transition or Pre-employment</td>
<td>TRAN</td>
</tr>
<tr>
<td>Fishing</td>
<td>FISH</td>
<td>Travel, Hospitality or Tourism</td>
<td>THTR</td>
</tr>
</tbody>
</table>
Appendix C – Statistics New Zealand ethnicity list

Use the ethnicity list below if you complete your roll return by hand. Start at the top of the ethnicity list and use the first ethnicity that applies to your student. Then look to the right-hand column for the ethnic group for your student.

<table>
<thead>
<tr>
<th>Code</th>
<th>Ethnicity list</th>
<th>Ethnic group for reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>211</td>
<td>Māori</td>
<td>Māori</td>
</tr>
<tr>
<td>351</td>
<td>Tokelauan</td>
<td>Tokelauan</td>
</tr>
<tr>
<td>361</td>
<td>Fijian</td>
<td>Fijian</td>
</tr>
<tr>
<td>341</td>
<td>Niuean</td>
<td>Niuean</td>
</tr>
<tr>
<td>331</td>
<td>Tongan</td>
<td>Tongan</td>
</tr>
<tr>
<td>321</td>
<td>Cook Island Māori</td>
<td>Cook Island Māori</td>
</tr>
<tr>
<td>311</td>
<td>Samoan</td>
<td>Samoan</td>
</tr>
<tr>
<td>37</td>
<td>Other Pacific Peoples</td>
<td>Other Pacific Peoples</td>
</tr>
<tr>
<td>411</td>
<td>Filipino</td>
<td>Southeast Asian</td>
</tr>
<tr>
<td>412</td>
<td>Cambodian</td>
<td></td>
</tr>
<tr>
<td>413</td>
<td>Vietnamese</td>
<td></td>
</tr>
<tr>
<td>414</td>
<td>Other Southeast Asian</td>
<td></td>
</tr>
<tr>
<td>431</td>
<td>Indian</td>
<td>Indian</td>
</tr>
<tr>
<td>421</td>
<td>Chinese</td>
<td>Chinese</td>
</tr>
<tr>
<td>441</td>
<td>Sri Lankan</td>
<td>Other Asian</td>
</tr>
<tr>
<td>442</td>
<td>Japanese</td>
<td></td>
</tr>
<tr>
<td>443</td>
<td>Korean</td>
<td></td>
</tr>
<tr>
<td>444</td>
<td>Other Asian</td>
<td></td>
</tr>
<tr>
<td>511</td>
<td>Middle Eastern</td>
<td>Middle Eastern</td>
</tr>
<tr>
<td>521</td>
<td>Latin American</td>
<td>Latin American</td>
</tr>
<tr>
<td>531</td>
<td>African</td>
<td>African</td>
</tr>
<tr>
<td>611</td>
<td>Other ethnicity</td>
<td>Other</td>
</tr>
<tr>
<td>999</td>
<td>Not stated</td>
<td></td>
</tr>
<tr>
<td>128</td>
<td>Australian</td>
<td></td>
</tr>
<tr>
<td>121</td>
<td>British or Irish</td>
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</tr>
<tr>
<td>127</td>
<td>German</td>
<td></td>
</tr>
<tr>
<td>122</td>
<td>Dutch</td>
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<td>124</td>
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<td>125</td>
<td>South Slav</td>
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<tr>
<td>126</td>
<td>Italian</td>
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<tr>
<td>129</td>
<td>Other European</td>
<td>Other European</td>
</tr>
<tr>
<td>111</td>
<td>New Zealand European or Pākehā</td>
<td>New Zealand European or Pākehā</td>
</tr>
</tbody>
</table>
Appendix D – Secondary Tertiary Programmes (STP)

Below is a list of all Secondary Tertiary Programmes in New Zealand as at 1 February 2016. Please use this list when answering the STP questions in the March and July roll returns.

<table>
<thead>
<tr>
<th>Secondary Tertiary Programme</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 USkills Trades Academy (UCOL)</td>
<td>Universal College of Learning (UCOL)</td>
</tr>
<tr>
<td>2 Canterbury Tertiary College (CPIT)</td>
<td>Christchurch Polytechnic Institute of Technology (CPIT)</td>
</tr>
<tr>
<td>3 Otago Secondary-Tertiary College (Otago)</td>
<td>Otago Polytechnic</td>
</tr>
<tr>
<td></td>
<td>Previously Central Lakes Trades Academy (Otago)</td>
</tr>
<tr>
<td>4 Bay of Plenty Trades Academy (Trident High School)</td>
<td>Trident High School</td>
</tr>
<tr>
<td>5 Hawke’s Bay and Tairāwhiti School’s Trades Academy (EIT)</td>
<td>Eastern Institute of Technology</td>
</tr>
<tr>
<td>6 Kelston Girls’ Careers Academy (Kelson Girls’)</td>
<td>Kelston Girls’ College</td>
</tr>
<tr>
<td>7 Land Based Trades Academy (NTA)</td>
<td>National Trades Academy - Canterbury</td>
</tr>
<tr>
<td>8 Manurewa High School Trades Academy</td>
<td>Manurewa High School</td>
</tr>
<tr>
<td>9 Top of the South Trades Academy (Nayland College)</td>
<td>Nayland College</td>
</tr>
<tr>
<td>10 New Zealand Primary Industries Trades Academy (Primary ITO)</td>
<td>Primary ITO</td>
</tr>
<tr>
<td></td>
<td>Previously Forest Industries Training &amp; Education Council (FITEC)</td>
</tr>
<tr>
<td>11 Primary Industries Trades Academy (Taratahi)</td>
<td>Taratahi Agricultural Training Centre</td>
</tr>
<tr>
<td>12 Southern Cross Trades Academy (Southern Cross Campus)</td>
<td>Southern Cross Campus</td>
</tr>
<tr>
<td>13 Te Taitokerau Trades Academy (Tikipunga High)</td>
<td>Tikipunga High School</td>
</tr>
<tr>
<td>14 Tāmaki College Trades Academy (Tāmaki College)</td>
<td>Tāmaki College</td>
</tr>
<tr>
<td>15 Taranaki Trades Academy (WITT)</td>
<td>Western Institute of Technology at Taranaki (WITT)</td>
</tr>
<tr>
<td>16 Taumarunui High School Trades Academy</td>
<td>Taumarunui High School</td>
</tr>
<tr>
<td>17 Huarahi Trades Academy (Te Aho o Te Kura Pounamu)</td>
<td>Te Aho o Te Kura Pounamu (Te Kura)</td>
</tr>
<tr>
<td></td>
<td>Previously Huarahi Trades Academy (Te Aho o Te Kura Pounamu Kuratini Tuwhera)</td>
</tr>
<tr>
<td>18 Waikato Trades Academy (Wintec)</td>
<td>Waikato Institute of Technology (Wintec)</td>
</tr>
<tr>
<td>19 Wellington Trades Academy (WelTec)</td>
<td>Wellington Institute of Technology (WelTec)</td>
</tr>
<tr>
<td>20 Auckland West Vocational Academy (Massey High School)</td>
<td>Massey High School</td>
</tr>
<tr>
<td></td>
<td>Previously West Auckland Vocational Academy (Massey High School)</td>
</tr>
</tbody>
</table>
### List of Secondary Tertiary Programmes (Continued)

<table>
<thead>
<tr>
<th>Secondary Tertiary Programme</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Coast Trades Academy (Greymouth High School)</td>
<td>Greymouth High School</td>
</tr>
<tr>
<td>MIT School of Secondary-Tertiary Studies (MIT)</td>
<td>Manakau Institute of Technology</td>
</tr>
<tr>
<td>MIT Trades Academy (MIT)</td>
<td>Manakau Institute of Technology</td>
</tr>
<tr>
<td>Murihiku Trades Academy (SIT)</td>
<td>Southern Institute of Technology</td>
</tr>
<tr>
<td>Te Wānanga o Aotearoa (TWoA)</td>
<td>Te Wānanga o Aotearoa</td>
</tr>
</tbody>
</table>

---
Useful links

<table>
<thead>
<tr>
<th>Roll return links</th>
<th>Documents at this website</th>
</tr>
</thead>
</table>
» Enrolment form guidelines  
» Code sets. |

<table>
<thead>
<tr>
<th>Other links</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.education.govt.nz/school/managing-and-supporting-students/enrolling-students/guide-to-using-enrol/">http://www.education.govt.nz/school/managing-and-supporting-students/enrolling-students/guide-to-using-enrol/</a></td>
<td>ENROL help and FAQ’s</td>
</tr>
<tr>
<td><a href="http://www.educationcounts.govt.nz/statistics/schooling">www.educationcounts.govt.nz/statistics/schooling</a></td>
<td>School statistics</td>
</tr>
<tr>
<td><a href="http://www.educationcounts.govt.nz/find-a-school">www.educationcounts.govt.nz/find-a-school</a></td>
<td>School directory</td>
</tr>
<tr>
<td><a href="http://www.education.govt.nz/ministry-of-education/specific-initiatives/star/reviewing-and-reporting-use-of-star-funding/">http://www.education.govt.nz/ministry-of-education/specific-initiatives/star/reviewing-and-reporting-use-of-star-funding/</a></td>
<td>Instructions how to enter STAR in your SMS, as provided by SMS providers.</td>
</tr>
</tbody>
</table>
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