2007 Roll Return Guidelines

Secondary, Area (Composite) and Special Schools

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Data Management Unit
Data Management and Analysis Division
Ministry of Education
Wellington

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Overview

Introduction

Welcome to the 2007 Roll Return Guidelines. The Ministry of Education carries out statistical collections (referred to throughout this document as roll returns) from all schools in New Zealand at 1 March and 1 July each year.

The Ministry uses the data you provide through these collection exercises in a number of ways: to fund and staff schools, to support policy analysis, to monitor the outcomes of the New Zealand education system, and for national and international reporting purposes.

Purpose of these Guidelines

These guidelines are designed to support all schools through the roll return process, irrespective of whether your school:

- Uses a computerised Student Management System (SMS) to produce some of the required roll return tables; or
- Completes your roll returns by hand without the aid of a computer/computer system.

These guidelines set out information to help you provide accurate, correctly-formatted roll return data.

We hope they will prove useful and that they will help to explain why we ask you to provide the information we do.

You will also be able to access this document on the website: www.educationcounts.edcentre.govt.nz/goto/guidelines

Information privacy

Information relating to individual students and staff members employed by the school board of trustees will be treated as confidential by the Ministry of Education, and access to the information will be restricted to authorised personnel working within the Ministry.

Release of this information outside the Ministry will only occur in aggregate statistical form, and no information which identifies individuals will be made available to any individual, group, or agency outside the Ministry.

While the names of Board of Trustees members remain public information, any other information collected about individual members will be treated in a similar manner to information collected about students and staff.
### Update on electronic data collections

#### Electronic roll returns pilot

**Important information for all schools using an SMS**

During **2007 all roll returns** will need to be completed **using the standard process** of producing the roll return tables and manually sending them in to the Data Management Unit.

The Ministry of Education is working towards electronic data collection processes for roll returns. Further development of electronic processes for sending, receiving, checking and signing off roll returns will be taking place in 2007. All of these developments will be done in parallel with the standard process.

Some **schools will be invited to participate** in a pilot of this new process during July 2007. If you are keen to participate in these new processes please contact **school.returns@minedu.govt.nz**

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**Electronic data collections**

Schools that use an SMS for Roll returns can send their .moe file to us electronically. This file is then used for the school Decile Reassessment as it has student addresses in it and also for the bulk upload of students into ENROL for you.

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### Decile Reassessment

**Introduction**

School deciles are reassessed following each census. The reassessment will take place in 2007 and for this the home addresses of students need to be sent to the Ministry immediately after the manual March roll return.

To make this process as easy as possible, the Ministry has asked SMS (Student Management System) software developers to include student addresses in the data file that is generated at roll return time (called the .MOE file). For most schools this .MOE file will be sent electronically to the Ministry.

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**Schools using an SMS**

The process for sending the .MOE file to the Ministry electronically will depend on which Student Management System schools are using.

More information about how to send the files to the Ministry will be sent to you in November 2006.

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**Schools not using an SMS**

These schools will receive an Excel form to complete part of which includes adding students home addresses and to send back electronically to the Ministry.

More information about how to send the files to the Ministry will be sent to you in November 2006.
ENROL – the student enrolment system

Schools currently using ENROL

In 2007 secondary and restricted composite schools will have a new intake of year 9 and year 7 students. As planned, the information about these new students will be loaded into ENROL using the .MOE data file generated by the SMS at the March roll return time.

This .MOE file will be sent electronically to the Ministry and will serve the dual purpose of providing the student addresses for decile reassessment and the data for ENROL.

The process for sending the .MOE file to the Ministry electronically will depend on which Student Management System schools are using. More information about how to send the files to the Ministry will be sent to you by November 2006.

Schools not currently using ENROL

During 2007 full composite schools will begin to use ENROL. All of the information and training you will need for this will be provided to you by the ENROL project team.

What is new for 2007 roll returns?

Exchange students

Schools using a Student Management System (SMS) will be able to record within their SMS which type of approved exchange scheme each foreign exchange student belongs to.

Previously this was reported manually on the roll returns in the overseas students question.

Māori Language roll predictions

From 2007, schools will no longer need to state the number of predicted Māori students included in the total at each level, you just state the total numbers for each levels of Māori language learning (Levels 1–4b).

Citizenship

Schools are now asked to collect Citizenship for domestic students as well as international students. The codes used have been updated to list only countries who issue passports. You can find a complete list at www.minedu.govt.nz/goto/schoolrollreturns

Insert C

This will not be sent out in the March Roll Return for 2007 as the Triennial Board of Trustees elections are happening at this time.

NZAID-funded students (FE)

Dependant children of a NZAID scholarship holder sponsored by the New Zealand Agency for International Development (NZAID) are to be treated as International students when enrolling at a New Zealand school.
Completing your roll return

Roll Count day and Due dates

March Count Day

1st March

The roll return form is due with the Data Management Unit by Monday the 12th of March.

July Count Day

27th June

The roll return form is due with the Data Management Unit by Monday the 9th of July.

Collecting, storing and checking your data

Prepare your data early

Please prepare your roll return data well ahead of the count date (1 March or 27 June). You will need to:

• Collect the student enrolment and other data items as detailed in the Student and School records section
• Enter/store this information on your school’s Student Management System (SMS) if you use one, or in whatever record management system your school uses, if not an SMS
• Check carefully that the data has been correctly entered into your system
• Determine which students should be counted in which parts of your roll returns.
When to expect your roll return package

Mail-out dates

- March roll return package in the second week of February
- July roll return package in the second week of June.

If you do not receive your package by the 3rd week you should get in touch with the Data Management Unit or print a form out online (contact details and links given in the Contact details and links section of this booklet, on page 55).

<table>
<thead>
<tr>
<th>Contents of package</th>
<th>March</th>
<th>July</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Covering letter</strong>, setting out what action your school needs to take by when, together with some general information</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>A blank <strong>roll return form</strong>:</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>- To be completed and returned to the Ministry</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>- Take a photocopy of the form – with identical information – and keep for your school records</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td><strong>Insert A – School Leaver Profile</strong></td>
<td>✔</td>
<td>X</td>
</tr>
<tr>
<td>For secondary and composite schools only</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Insert C – Board of Trustees Membership</strong></td>
<td>X</td>
<td>✔</td>
</tr>
<tr>
<td>For state and state integrated schools only</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Insert E – Loss of Permanently-appointed Teachers</strong></td>
<td>X</td>
<td>✔</td>
</tr>
<tr>
<td>For state and state integrated schools only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any <strong>other information</strong> that might be of use to you in completing your roll return</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Pre-paid reply envelope</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

What to do when you receive your roll return package

Read all the information

Before beginning to complete your roll return, please **read all** the information provided in:

- This booklet
- The roll return covering letter
- The introductory notes included at the front of your roll return form
- The instructions provided with each question.

Principals who delegate the completion of roll returns

Either school principals personally complete the March and July roll returns or they choose to delegate the responsibility for completing them to members of their staff.

Principals who delegate to staff please pass the **complete roll returns package**, along with this booklet, onto the staff member responsible for completing the returns.

Please note however, that the **principal is still responsible** for checking the accuracy of the completed form. See ‘Verification and sign-off’ on page 11.
## Counting students

### Fundamental rule
The fundamental requirement for a student to be included on a roll return is that s/he must be enrolled and attending the school for tuition on the date of the roll count.

### You may also include
You may also count on your roll return students in the following situations:

- Students who, for **medical or domestic reasons**, are absent on the date of the roll count, but only if the school has:
  - a medical statement
  - a statement from a social worker or counsellor
  - a letter from the parent/guardian justifying the student’s absence from school
- Students **suspended for a specified period** on the date of the roll count
- Students **attending an activity centre, health camp, hospital school, or CYFS residential home** on the date of the roll count
- Students who are **temporarily overseas**, provided that the school has documentary evidence of their intention to return to the school, and that their absence does not exceed 15 consecutive weeks in the current school year
- **Foreign exchange students in New Zealand at the roll count date.** If, however, a foreign exchange student is paired with a domestic student involved in the same exchange, and the domestic student is counted on the roll, then the foreign exchange student cannot be counted. If both students are in attendance on the roll count day, only one may be counted.

### Others you may include
- Students who attend **more than one school** are to be counted on the roll of the school where the majority of instruction occurs. Boards of Trustees may exchange funds to compensate for the time a student spends at another school
- Students who are **home-schooled** should not be included on roll returns.

### Schools using an SMS
To ensure that students who do not fit the criteria for inclusion in the roll count are not counted, school administrators must select ‘Not Attending’ (NA) for the student type in their SMS.

### For further information
Using a computerised Student Management System

Creating the MOE file
Run through the steps required by your SMS to create the text-file (.MOE file) from which the roll return tables and print-outs will be generated.

This includes ‘cleaning up’ any errors in individual student enrolment data.

Note: Many schools also submit their .moe file to the Data Management Unit as part of a pilot or for the ENROL project; these schools will also need to complete the paper return.

Checking for accuracy
• Before including them in the roll return to be sent back to the Ministry, computer-generated tables must still be checked for:
  – accuracy
  – completeness
  – readability
• The tables must also be checked to ensure they accurately reflect the position at the school on roll count dates
• Particular attention must be paid to ensure consistency of data between the different tables where consistency is required
• Complete and check the remaining questions not covered by SMS tables, that have to be completed manually

• Please check that:
  – where a table consists of two pages, both pages are included
  – tables are printed in landscape format
  – totals are showing on the right-hand side of the page (you may need to adjust your margins before printing).

Note: Please do not staple or glue the SMS tables to the individual pages of the roll return. Simply staple all the tables together, and insert them into the return envelope with the roll return form and relevant inserts.

Manually completed questions
March data items that are collected manually:
• Peak rolls (composites only)
• Non-NQF attainment
• Teaching staff at private schools
• Teacher vacancies in state schools
• Off-site classes or units.

July data items that are collected manually:
• Language learning below Year 9
• Satellite classes (in special schools)
• Predicted rolls for the following year.
Not using a computerised Student Management System

Completing the roll return by hand

- Complete each roll return question manually, checking for:
  - accuracy
  - completeness
  - readability

- The data given in each question should also be checked to ensure it accurately reflects the position at the school on the roll count dates

- Particular attention should be paid to **consistency of data between the different tables** where consistency is required

- Please ensure that row and column totals within each table have been calculated correctly.

Inconsistency between tables

Data Management Unit staff spend a great deal of time with schools that have not completed their roll returns accurately.

In particular, we receive a large number of roll returns where:

- There are mis-matches between data in one roll return table and another
- The totals in each row and each column have been added up incorrectly (or not added up at all).

Please ensure you have checked that the correct tables agree before posting.

Verification and sign-off

- All completed roll returns and Inserts must be **verified and signed** off by:
  - the Principal; and
  - the Board of Trustees chairperson (where relevant)

- State and state integrated schools must check and amend as required their Insert C (July)

- State and state integrated schools must complete their Insert E (July)

- The verified and signed roll returns and Inserts must be returned to the Data Management Unit by the due date (12 March 2007 and 9 July 2007 respectively) using the pre-paid reply envelopes provided.
Student Enrolment Policy

Domestic and International student enrolment policy

Definition of Domestic student

A domestic student is defined in the Education Act 1989. The definition includes persons who are:

• New Zealand citizens (including those born in the Cook Islands, Tokelau or Niue)
• New Zealand permanent residents
• Citizens of Australia residing in New Zealand
• Dependent children of:
  – Diplomatic staff
  – Refugees
  – Persons with New Zealand work permits
  – Persons with Commonwealth scholarships
  – Foreign Exchange student
  – Any International student who is enrolled in any Doctor of Philosophy (PhD) programme at a New Zealand University.

Definition of International student

An international student is any student enrolled in a New Zealand school who is not a domestic student. This will leave the following three categories:

• International fee-paying students
• NZAID-funded students
• Students on a government-approved exchange scheme.
Note that exchange students do not pay fees, and NZAID students’ fees are paid by NZAID.

Citizenship, residency and student visa documentation

To ensure that students are correctly identified as either domestic or international students, schools need to check the citizenship, residency, diplomatic or student visa status of all students when they enrol. Schools are advised to attach documentation confirming students’ citizenship, residency or student visa status to their enrolment forms.

The following documents are suitable for confirming a student’s status:

• Birth Certificate
• Passport with details of the student’s residency status or a valid student visa
• Immigration Service documentation of refugee status
• Certificate of Naturalisation.
We advise you to take a photocopy of the original document and certify it to say that it is a true copy instead of keeping uncertified photocopies.
Adult student enrolment policy

**Definition of adult student**
Under the Education Act 1989, an adult student is any student whose nineteenth birthday occurred before 1 January of the current year. (This policy does not apply to students deemed to require special education under section 9 of the Education Act 1989.)

To be enrolled as a secondary student, an adult student must meet all of the criteria outlined below.

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**Nature of course of study**
The course of study in which the adult student is enrolled must assist the adult student to reach the following minimum goals:

- Adult students must, for a minimum of 0.6 of their course loads, be attending classes that will result in NZQA qualifications
- If students have not achieved NCEA Level 1 or equivalent requirements for numeracy and literacy, attending classes that will allow them to achieve the Level 1 NCEA numeracy and literacy requirements (or relevant ESOL requirements to enable students to achieve these requirements) must be included in the students’ programmes.

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**Nature of classes attended**
- Adult students should be attending classes with comparable secondary students of the school
- Classes attended by adult students must be available, suitable and appropriately timetabled for comparable secondary students within the school.

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**Enrolment requirements**
- The enrolment process (including fees) must be identical to that for comparable secondary students
- In schools with enrolment zones, adult students are to be treated as out-of-zone students for enrolment purposes
- All adult students enrolled in a designated refugee or recent migrant programme are eligible to be enrolled and funded as secondary students
- In order for adult students to be enrolled, they must present valid documentation of citizenship, residency, or refugee status to the school. Schools are advised to keep a copy of this documentation for audit purposes.

This policy can also be referred to in Education Circular 2004/07. This can be accessed on the Ministry’s website: [www.minedu.govt.nz/goto/circulars](http://www.minedu.govt.nz/goto/circulars)
Student and School Records

Purpose
This chapter deals with information that is required for roll return purposes about your current students, and about students who leave your school. It also includes school records about Board of Trustees, Teachers, School Rolls and off-site units.

If your school does not use a computerised SMS, you will need to obtain the relevant data and find other ways to store the information and retrieve it when required for the roll returns.

Enrolment forms
The easiest way for your school to collect most of the required student data is through your enrolment forms. These should be designed so that you can collect the information required for roll returns purposes when a student enrols at your school, alongside any other data your school might need.

The student data required for roll returns are set out on the next page.

Common Issues
Introduction
Below is a list of the most common mistakes schools make.

<table>
<thead>
<tr>
<th>ECE participation of year 1 students</th>
<th>Many composite schools don’t appear to collect previous ECE attendance from all year 1 new entrants on their Enrolment form. Refer to pg 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Students’ tuition weeks</td>
<td>We have found that schools often leave the tuition weeks defaulted to 39 or 40 weeks, for a particular student the school then alters the tuition fees according to the time the student is at the school but forget to alter the number of weeks. Refer to pg 44</td>
</tr>
<tr>
<td>Predicted rolls</td>
<td>Don’t forget to complete the predicted rolls question. This is a manually completed question and many schools with an SMS forgot to complete this. Refer to pg 34</td>
</tr>
<tr>
<td>Secondary Subjects</td>
<td>We expect to see most year 9 and 10 students in the 7 compulsory curriculum learning areas. Refer to pg 38</td>
</tr>
<tr>
<td>Alternative education Students (AE)</td>
<td>If you have students in alternative education you need to ensure that they are recorded in the main roll under ‘alternative education students’. Refer to pg 46</td>
</tr>
</tbody>
</table>
Student data required for roll return purposes

To be able to complete your roll return, your school must collect the enrolment data listed below for each student. The data items are listed below in **alphabetical order**. For schools using a computerised Student Management System (SMS), please note this data will reflect the data entry fields in your SMS.

The data items are described in more detail in the following pages.

<table>
<thead>
<tr>
<th>Student Information</th>
<th>See Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country of citizenship</td>
<td>16</td>
</tr>
<tr>
<td>Date of birth</td>
<td>16</td>
</tr>
<tr>
<td>Early Childhood Education Participation (Y1 only)</td>
<td>17</td>
</tr>
<tr>
<td>Enrol date</td>
<td>16</td>
</tr>
<tr>
<td>Ethnicity (up to three ethnic groups)</td>
<td>18</td>
</tr>
<tr>
<td>Foreign Exchange Student type (EX)</td>
<td>45</td>
</tr>
<tr>
<td>Full-time Equivalent (FTE)</td>
<td>20</td>
</tr>
<tr>
<td>Gender</td>
<td>20</td>
</tr>
<tr>
<td>Hours per year (secondary subjects)</td>
<td>20</td>
</tr>
<tr>
<td>Iwi affiliation</td>
<td>22</td>
</tr>
<tr>
<td>Leaving date</td>
<td>25</td>
</tr>
<tr>
<td>Learning zone (secondary subjects)</td>
<td>26</td>
</tr>
<tr>
<td>Māori Language Learning</td>
<td>27</td>
</tr>
<tr>
<td>MOE Year Level</td>
<td>29</td>
</tr>
<tr>
<td>National student number</td>
<td>31</td>
</tr>
<tr>
<td>ORRS status</td>
<td>32</td>
</tr>
<tr>
<td>Pacific-medium – Language and Level</td>
<td>33</td>
</tr>
<tr>
<td>Previous school</td>
<td>35</td>
</tr>
<tr>
<td>Reason for leaving</td>
<td>35</td>
</tr>
<tr>
<td>School ID</td>
<td>36</td>
</tr>
<tr>
<td>Secondary Qualifications (NQF and non-NQF)</td>
<td>37</td>
</tr>
<tr>
<td>Secondary subjects</td>
<td>38</td>
</tr>
<tr>
<td>Start date (for students up to Y8)</td>
<td>16</td>
</tr>
<tr>
<td>Student ID</td>
<td>39</td>
</tr>
<tr>
<td>Student name</td>
<td>39</td>
</tr>
<tr>
<td>Tuition Fee (for FFP and NZAID-funded)</td>
<td>43</td>
</tr>
<tr>
<td>Tuition weeks (for FFP and NZAID-funded)</td>
<td>44</td>
</tr>
<tr>
<td>Type of student</td>
<td>44</td>
</tr>
<tr>
<td>Zoning status (if applicable)</td>
<td>48</td>
</tr>
</tbody>
</table>
Country of citizenship

What we collect
From 2007, we are asking schools to collect citizenship for all students, not just international students. This information is captured in your SMS if you use one. The second step in this process is to determine if a student is a domestic or international student.

Codes
A list of country of citizenship codes can be obtained from the Ministry of Education website [www.minedu.govt.nz/goto/schoolrollreturns](http://www.minedu.govt.nz/goto/schoolrollreturns)

Warning
Do not confuse country of citizenship with ethnicity.
Country of citizenship relates to a student’s nationality and the country of which s/he holds a passport, whether the student was born into that nationality or whether it was adopted at some later date. It may be, but does not necessarily have to be, the same as the country of origin, or the country of birth.

Dates (DoB, Start date, Enrol date)

Date of birth
This is the date of birth as listed on the students’ passport or birth certificate.

Start date
This is the date the student first started attending any school. For the majority of students this is between their fifth and sixth birthdays.
This date is used to determine the correct MOE Year Level for primary students and therefore must be recorded even if the student first started schooling at a different school.
Where the start date is unknown (e.g. for refugee children or students who have been home-schooled), the date of the student’s sixth birthday should be entered.
Start date applies to students up to Year 8. It is not compulsory for secondary school students.

Enrol date
This is the date of first attendance at your school.
There are two scenarios:
• A student may be enrolled some time before he/she begins attending the school
• A student may have transferred to your school from another school.

The enrol date to be recorded on the student’s record is the date of first attendance for tuition at your school. This will help to ensure that only those eligible are counted on the roll returns.
Early Childhood Education participation (for Year 1 students)

**Why do we collect this?**
This information is used to measure the participation of children in Early Childhood Education services.

The data provided in this question is critical to the Ministry’s early childhood education team. There is no other source of data that can provide ECE participation as accurately as this for ethnic groups. Other methods rely on population estimates for ethnic groups between census years, which are not reliable. Your efforts to collect this information are greatly appreciated.

**Enrolment form**
School administrators need to identify whether or not Year 1 students attended any form of Early Childhood Education (ECE) on a regular basis immediately before starting school.

This information should be included on enrolment forms for:
- New entrants; and
- Year 1 students transferring from another school.

All children are to be allocated to one of the following categories:
- Attended Kindergarten, Playcentre, Education and Care or Home-based Service (including the ECE in the Correspondence School)
- Attended Kohanga Reo
- Attended Playgroup or Pacific Island EC Group
- Attended ECE but type unknown
- Did not attend any type of ECE Centre or Service.

The one remaining category ‘Unable to establish whether ECE attended or not’ should be used only very rarely, for example in cases of fostered children, or where caregivers do not speak English.
Ethnicity

Why do we collect this?
This information is used to monitor the participation, retention and achievement of different ethnic groups in the New Zealand population.

Definition
Statistics New Zealand defines Ethnicity as “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. Thus, ethnicity is self-perceived and people can affiliate with more than one ethnic group.”

School enrolment forms should allow for students to self-identify or to be identified by their parents/guardians as belonging to up to three ethnic groups.

Changes to the codes
Codes for ethnicity have changed from alpha codes to numeric codes in 2006. These changes were implemented to align Ministry codes with Statistics NZ codes.

Schools may not notice the difference in their SMS because they may not see the codes when they enter data.

The ethnicity codes are listed in the table on the next page.

Warning
Do not confuse ethnicity with country of citizenship.

Ethnic groups for roll returns
To translate ethnicity to an ethnic group for specific tables in the roll returns, use the table on the next page. The examples below illustrate.

**Example 1:** A student who has identified with the groups Indian (431) and British/Irish (121) should be coded as both on their individual student record. S/he would be reported as Indian in tables J5, J6 and J8 but as a leaver s/he would be reported in SL1 and SL2 in the Asian group.

**Example 2:** A student who has identified with groups NZ Māori (211) and NZ European/Pākehā (111) should be coded as both on their individual student record. S/he would be reported as NZ Māori in all tables requiring ethnicity.

**Example 3:** A student who has identified with the groups NZ European/Pākehā (111) and Samoan (311) should be coded as both on their individual student record. S/he would be reported as Samoan in all tables requiring ethnicity except the School Leaver tables (SL1 and SL2). When the student leaves school s/he should be reported as Pasifika/Pacific Island group.

*Continued on next page*
For the purposes of the roll returns, students must be reported in one ethnic group only. The Ministry uses the same system of priority reporting that has been used by Statistics New Zealand.

To determine which ethnic group to report for a particular student, **start at the top** of the ethnicity list below and use the first ethnicity that applies to this student, then look to the right-hand columns for the ethnic group for the relevant roll return tables.

<table>
<thead>
<tr>
<th>Code</th>
<th>Ethnicity list</th>
<th>Report students in one group only</th>
<th>Report students in one group only</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Code or meaning on student’s enrolment form or record</td>
<td>Ethnic group Tables: J5, J6, J7</td>
<td>Ethnic group Tables: SL1, SLA, SL2</td>
</tr>
<tr>
<td>211</td>
<td>Māori</td>
<td>Māori</td>
<td>Māori</td>
</tr>
<tr>
<td>351</td>
<td>Tokelauan</td>
<td>Tokelauan</td>
<td></td>
</tr>
<tr>
<td>361</td>
<td>Fijian</td>
<td>Fijian</td>
<td></td>
</tr>
<tr>
<td>341</td>
<td>Niuean</td>
<td>Niuean</td>
<td></td>
</tr>
<tr>
<td>331</td>
<td>Tongan</td>
<td>Tongan</td>
<td>Pacific Peoples</td>
</tr>
<tr>
<td>321</td>
<td>Cook Island Māori</td>
<td>Cook Island Māori</td>
<td></td>
</tr>
<tr>
<td>311</td>
<td>Samoan</td>
<td>Samoan</td>
<td></td>
</tr>
<tr>
<td>371</td>
<td>Other Pacific Peoples</td>
<td>Other Pacific Peoples</td>
<td></td>
</tr>
<tr>
<td>411</td>
<td>Filipino</td>
<td>Filipino</td>
<td>Southeast Asian</td>
</tr>
<tr>
<td>412</td>
<td>Cambodian</td>
<td>Cambodian</td>
<td></td>
</tr>
<tr>
<td>413</td>
<td>Vietnamese</td>
<td>Vietnamese</td>
<td></td>
</tr>
<tr>
<td>414</td>
<td>Other Southeast Asian</td>
<td>Other Southeast Asian</td>
<td></td>
</tr>
<tr>
<td>431</td>
<td>Indian</td>
<td>Indian</td>
<td>Indian</td>
</tr>
<tr>
<td>421</td>
<td>Chinese</td>
<td>Chinese</td>
<td>Asian</td>
</tr>
<tr>
<td>441</td>
<td>Sri Lankan</td>
<td>Sri Lankan</td>
<td>Other Asian</td>
</tr>
<tr>
<td>442</td>
<td>Japanese</td>
<td>Japanese</td>
<td></td>
</tr>
<tr>
<td>443</td>
<td>Korean</td>
<td>Korean</td>
<td></td>
</tr>
<tr>
<td>444</td>
<td>Other Asian</td>
<td>Other Asian</td>
<td></td>
</tr>
<tr>
<td>511</td>
<td>Middle Eastern</td>
<td>Middle Eastern</td>
<td>Other (e.g. South American, African)</td>
</tr>
<tr>
<td>521</td>
<td>Latin American</td>
<td>Latin American</td>
<td>Other</td>
</tr>
<tr>
<td>531</td>
<td>African</td>
<td>African</td>
<td></td>
</tr>
<tr>
<td>611</td>
<td>Other ethnicity</td>
<td>Other ethnicity</td>
<td></td>
</tr>
<tr>
<td>999</td>
<td>Not stated</td>
<td>Not stated</td>
<td></td>
</tr>
<tr>
<td>128</td>
<td>Australian</td>
<td>Australian</td>
<td>Other European</td>
</tr>
<tr>
<td>121</td>
<td>British /Irish</td>
<td>British /Irish</td>
<td>NZ European/Pākehā/ Other European</td>
</tr>
<tr>
<td>127</td>
<td>German</td>
<td>German</td>
<td></td>
</tr>
<tr>
<td>122</td>
<td>Dutch</td>
<td>Dutch</td>
<td>Other European</td>
</tr>
<tr>
<td>123</td>
<td>Greek</td>
<td>Greek</td>
<td></td>
</tr>
<tr>
<td>124</td>
<td>Polish</td>
<td>Polish</td>
<td></td>
</tr>
<tr>
<td>125</td>
<td>South Slav</td>
<td>South Slav</td>
<td></td>
</tr>
<tr>
<td>126</td>
<td>Italian</td>
<td>Italian</td>
<td></td>
</tr>
<tr>
<td>129</td>
<td>Other European</td>
<td>Other European</td>
<td></td>
</tr>
<tr>
<td>111</td>
<td>NZ European/Pākehā</td>
<td>NZ European/Pākehā</td>
<td></td>
</tr>
</tbody>
</table>

2007 Roll Return Guidelines
Full-time Equivalent FTE

What is FTE? The FTE field is used to determine a student’s attendance status, i.e. whether the student is reported as full-time or part-time. Resourcing of schools is based on the full-time equivalent roll count.

All students in Years 1–8 and all students aged under 16 in Year 9 or above must be counted as one full-time equivalent student (i.e. have a FTE = 1.0). SMSs should default these students to full-time. Part-time students must be 16 years of age or older.

How to calculate a student’s FTE
Follow these steps to calculate the FTE for each part-time regular and part-time adult student.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Add together class contact hours</td>
</tr>
<tr>
<td>2</td>
<td>Divide by 20</td>
</tr>
<tr>
<td>3</td>
<td>Round to one decimal place</td>
</tr>
</tbody>
</table>

How to add up FTE totals
To complete the FTE for the roll return, the FTEs of part-time regular students with the same MOE Year Level and gender must be summed and the resulting total rounded to the nearest whole number.

The FTE of part-time adults is calculated in the same manner, by summing the FTEs of part-time adults with the same Year Level and gender, and rounding the resulting total to the nearest whole number.

Example 1: If there are 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). The FTE figure to be reported will be 1 (i.e. 0.6 rounded up).

Example 2: However, if only two of the three part-time Year 12 students are female and one is male, the male 0.2 FTE will be reported as 0 (i.e. 0.2 rounded down), and the female FTEs, summed to 0.4 FTE, will also be reported as 0 (i.e. 0.4 rounded down). Thus the total to be reported in this instance will be 0 FTEs.

Gender
Gender A student is identified as male or female.

Hours per year
This field indicates the approximate number of hours per year that each subject at secondary school level will be studied.

These figures will be indicative only and do not need to be adjusted for things such as holidays, sports days etc.

Do not include subjects that are timetabled for less than 20 hours per year.
Insert C – Board of Trustees

Why do we collect this?
Information on Board of Trustees membership is collected from state and state integrated schools only, via a form called the Insert C.

The name and contact details of the chairperson of the Board of Trustees are made available via the Ministry of Education website.

It is also used to obtain statistics about the composition of boards, for example, the proportions of men and women or representation of various ethnic groups.

Format of the Insert C
Your pre-populated Insert C will be provided only in the July roll return in 2007, as triennial Elections are being held at the beginning of the year.

It will give details (names, title, gender, board position, member type, ethnicity and, for the chairperson, contact details) for each member of your Board of Trustees – according to the latest information held by the Ministry.

Checking your BOT details
When checking your Board of Trustees details please:

• Ensure full and correct details for all current (at roll count dates) board members are included. Specifically we need: gender and ethnicity details, board positions, board member types and start dates
• Cross out the names of former trustees who are no longer members of the Board on roll count dates
• Ensure that there is only one of each of the following on each Board of Trustees:
  – Principal (or Acting Principal)
  – Staff representative
  – Student representative
  – Chairperson (or Acting Chairperson).
Insert E – Teacher losses

Why do we collect this?
Insert E collects information on the reasons for teacher losses from state and state integrated schools only. This information is used in teacher supply work and to identify trends and patterns of employment in the teaching workforce.

Format of the Insert E
The Insert E lists permanently-appointed teachers who were on the staff of the school at the pay period in May of the previous year and who have subsequently left the state teaching service.

Teachers on leave without pay during this pay period are also included as teacher losses.

Completing the Insert E
Schools are asked to enter the reason that best describes the reason for each teacher leaving. A list of reasons and their codes is provided on the Insert E.

There is no need to add the names of teachers who may have left this school but remain in the state teaching service.

Iwi affiliation

Why do we collect this?
Iwi authorities and runanga are increasingly interested in the educational participation and achievement of their children. Collecting Iwi affiliation information allows Iwi, schools and the Ministry to understand the current opportunities and challenges and to focus effort in the areas of greatest need.

The roll returns do not have a specific question about Iwi affiliation; the Data Management Unit has collected the data, in electronic format, from a number of schools across the country. This data has proved a rich source of information for the Ministry and Iwi.

You can find more detailed information about the collection of Iwi affiliation data on the Ministry of Education website www.minedu.govt.nz under Māori Education, Research and Statistics.

Background
We asked schools to start recording student Iwi affiliations for the first time in 2003. We asked all schools with computerised SMSs to record up to three Iwi affiliations for students enrolling from the beginning of 2003, including any who transferred in from other schools.

The position for 2007 remains the same as for 2003, there is no specific Iwi affiliation question on either of the 2007 roll returns. But, it is likely we will be collecting the data from (selected) schools through collecting the SMS-generated file of individual student data. Therefore, we ask that you continue recording this information in your SMSs for all students who have enrolled in your school since January 2003.

Continued on next page
Iwi affiliation, continued

What should be recorded?

Iwi affiliation is based on ancestry. Some people will have an Iwi affiliation but, for various reasons, feel unable to identify as Māori. It is important therefore that the opportunity to identify Iwi affiliations is provided for all students – Māori and non-Māori alike.

If you have not already done so, you will need to modify your school’s enrolment form to include a write-in question asking for Iwi affiliations of all students, as in the example below:

<table>
<thead>
<tr>
<th>Does the student have an affiliation with an(y) Iwi?</th>
<th>If ‘YES’ please complete details below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please enter the name(s) of the student’s Iwi where the student identifies as belonging to one or more Iwi.</td>
<td>Iwi:</td>
</tr>
<tr>
<td>Up to three Iwi affiliations may be entered for the student.</td>
<td>Rohe (Iwi home area):</td>
</tr>
<tr>
<td>If the student has an Iwi affiliation, but does not know the name of their Iwi, please enter ‘Don’t know’.</td>
<td>Iwi:</td>
</tr>
</tbody>
</table>

Iwi affiliation reference card

As part of the July 2006 roll return package, the Data Management Unit provided all schools, for reference purposes, with a laminated sheet listing the Statistics New Zealand standard classification of Iwi and their codes. The classification is also available on the Ministry of Education website www.minedu.govt.nz/goto/schoolrollreturns

School administrators in schools with computerised SMSs will need to translate the Iwi affiliations given in words on students’ enrolment forms into the codes given in the Statistics New Zealand standard classification. Administrators should enter the appropriate codes for each student into their SMSs.

If you would like further copies of the Iwi reference card, or have any queries about the collection or coding of Iwi data, please send an email to iwi.data@minedu.govt.nz for assistance.
Kura Teina Supplementary forms

Kura Tuakana
Composite schools which are Kura Tuakana to one or more Kura Teina will receive supplementary forms for each of their Kura Teina in their roll return packages, in both March and July.

Time line
- The principal of the Kura Tuakana must forward the supplementary forms to the Kura Teina immediately upon receiving the roll return package
- The Kura Teina must then complete the supplementary form and send it back to the Kura Tuakana by 5 March 2007 or 2 July 2007 respectively
- The principal and Board of Trustees’ chairperson must check and sign the supplementary form before returning it to the Ministry of Education, along with the Kura Tuakana form, by the due date (12 March or 9 July 2007).

Completing the supplementary form
Students at the Kura Teina must not be included on the Kura Tuakana form. The questions about students in the supplementary form for Kura Teina are the same as in the Kura Tuakana form. The Māori-medium education table in the Kura Teina’s supplementary form provides 1 row for each level.

Verification and sign-off
The supplementary forms for Kura Teina must be:
- Completed and signed by the head teacher of the Kura Teina
- Checked and signed by the principal of the Kura Tuakana
- Checked and signed by the chairperson of the Kura Tuakana Board of Trustees.
Language learning below Year 9

What is collected?
This question collects data on the numbers of students at primary year levels who receive language tuition (other than English or Te Reo Māori) at any time during the school year.

If a language is taught on a rotational basis (e.g. term by term), schools are asked to estimate the total number of students in each category who will receive language instruction during the school year.

Languages
Information is collected about the following languages.

<table>
<thead>
<tr>
<th>Language</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samoan</td>
<td>French</td>
</tr>
<tr>
<td>Cook Island Māori</td>
<td>German</td>
</tr>
<tr>
<td>Tongan</td>
<td>Japanese</td>
</tr>
<tr>
<td>Niuean</td>
<td>Spanish</td>
</tr>
<tr>
<td>Fijian</td>
<td>Russian</td>
</tr>
<tr>
<td>Tokelauan</td>
<td>Chinese languages</td>
</tr>
<tr>
<td>Other Pacific languages</td>
<td>Indonesian</td>
</tr>
<tr>
<td></td>
<td>Other languages</td>
</tr>
</tbody>
</table>

Note: Do not include students learning Pacific languages if they have already been counted in the Pacific-medium question.

Levels of language learning
Year 1–6 students are counted together, and Year 7–8 students are counted together.

Within these two groups the categories are:
- Less than 15 hours per year
- 15 to 30 hours per year
- More than 30 hours per year.

Leaving date
When a student leaves your school, the date of last attendance for tuition is to be recorded either through your SMS (if your school uses one for roll return purposes) or other record management system.

This date is used to determine which students count on the roll returns and, depending on the reason for leaving, the school leaver tables.
Learning zones (secondary subjects)

**Definition**
Each subject has a level of study, known as a learning zone, associated with it to indicate the class level at which it is generally studied.

The learning zone may differ from a student’s MOE Year Level. For example, a Year 13 student studying Science at NCEA Level 1 is to be recorded in the Year 11 zone.

<table>
<thead>
<tr>
<th>Year</th>
<th>Learning Zone Code</th>
<th>What subjects to include</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y7</td>
<td>ZN07</td>
<td>Not currently collected in the roll return</td>
</tr>
<tr>
<td>Y8</td>
<td>ZN08</td>
<td>Not currently collected in the roll return</td>
</tr>
<tr>
<td>Y9</td>
<td>ZN09</td>
<td>Include all the subjects being studied at this level</td>
</tr>
<tr>
<td>Y10</td>
<td>ZN10</td>
<td>Include all the subjects being studied at this level</td>
</tr>
<tr>
<td>Y11</td>
<td>ZN11</td>
<td>Include all subjects being studied at these levels such as</td>
</tr>
<tr>
<td>Y12</td>
<td>ZN12</td>
<td>• NCEA Level 2</td>
</tr>
<tr>
<td>Y13</td>
<td>ZN13</td>
<td>• NCEA Level 3</td>
</tr>
<tr>
<td>Advanced</td>
<td>ZNAD</td>
<td>• New Zealand Scholarship</td>
</tr>
</tbody>
</table>

**Note:** On roll return forms and computer-generated tables, students studying at the Learning Zone Advanced level must be counted with those in Learning Zone Y13.
Māori Language Learning

This records the highest level of Māori language learning for each student involved. This information is used for the resourcing of Māori language and immersion programmes and to measure participation in these programmes. Schools receive funding for students in Levels 1–4b.

Listed below are the categories that appear in the roll return. One of these categories must be allocated to each student involved in Māori language learning. Please make sure you update the data for each student before each roll collection to capture the correct level at which students are learning. This is particularly important for students changing levels between March and July.

Māori language learning

Māori language learning has three degrees of involvement:

- **Māori-medium** – curriculum is delivered in Māori (i.e. curriculum subjects are taught in Māori)
- **Te Reo Māori** – as a separate subject
- **Taha Māori.**

Within these degrees there are six levels, which must be reported on roll returns. They are described below.

Māori-medium

The whole curriculum is delivered either:

- In Māori only (immersion); or
- In both Māori and English (bilingual).

This covers four levels.

<table>
<thead>
<tr>
<th>Level</th>
<th>Curriculum is taught in Māori</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>100% of time, i.e. complete immersion (25 hours per week); or 81–100% of total time, i.e. for more than 20 and up to 24.75 hours per week</td>
</tr>
<tr>
<td>2</td>
<td>51–80% of total time, i.e. for more than 12.5 and up to 20 hours per week</td>
</tr>
<tr>
<td>3</td>
<td>31–50% of total time, i.e. for more than 7.5 and up to 12.5 hours per week</td>
</tr>
<tr>
<td>4a</td>
<td>12%–30% of total time, for more than 3 and up to 7.5 hours per week (i.e. more than 70% of instruction is in English).</td>
</tr>
</tbody>
</table>

Continued on next page
Māori Language Learning, continued

Te Reo Māori  
Students learn Māori language as a separate subject.
This covers two levels.

<table>
<thead>
<tr>
<th>Level</th>
<th>Te Reo Māori is taught as a separate 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 that offer Te Reo Māori as a separate subject have a policy of rotating students through the Te Reo Māori programme – perhaps for a term at a time. In such cases, the roll return should record only the number of students involved in the programme on roll count date (1 March 2007 and 27 June 2007), not the total number of students involved in the programme for the whole year.

Taha Māori  
Students learn 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>

Extra category in SMSs  
For schools using computerised SMSs, your SMS should have an additional category for students who are not involved in any Māori language learning.

Important  
The Māori-medium education table in the roll returns provides two rows for each level:

- The first row should contain the total number of students (Māori and non-Māori) involved in that level of Māori language learning.
- The second row should contain the number of Māori students included in the row above.

Even if all your students are Māori, and all are involved in Māori-medium education, you still complete the second row in each level.

Funding for Māori-medium in 2007  
Funding for Māori-medium and Te Reo Māori programmes has changed.
From 2006, all students who are enrolled in Māori-medium education will receive funding, not just Māori students.

This funding is adjusted when the actual numbers of students in these programmes become available from the next March return.

Please refer to Education Circular 2005/18. This can be accessed on the Ministry’s website: [www.minedu.govt.nz/goto/circulars](http://www.minedu.govt.nz/goto/circulars)
MOE Year Level (previously Year of Schooling)

Name change

In the past there has been confusion between:

• Year of Schooling as required for roll returns; and
• Year of Schooling as a way of allocating a class or academic level for a student within the school.

To prevent further confusion, year levels in the roll return context will be known as MOE Year Level.

Definition

MOE Year level measures the number of years of schooling a student has received. It provides the Ministry of Education with a method of counting students for resourcing purposes which is independent of the way schools are organised or the particular programme of study that a student may be undertaking.

What it is not

MOE 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 academic Year of Schooling may be different from his/her MOE Year Level.

To calculate MOE Year Level

MOE Year Level for most students is based on the date they first ever began schooling. This is their Start date (Refer to page 16).

Follow these steps to determine a student’s MOE Year Level.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Check the student’s Start date – i.e. the date s/he started school for the very first time.</td>
</tr>
<tr>
<td>2</td>
<td>Use this date to calculate the MOE Year Level.</td>
</tr>
<tr>
<td></td>
<td>If ..</td>
</tr>
<tr>
<td></td>
<td>Start date is on or before 1 July</td>
</tr>
<tr>
<td></td>
<td>Start date is after 1 July</td>
</tr>
<tr>
<td>3</td>
<td>The student retains this MOE Year for the rest of the calendar year.</td>
</tr>
<tr>
<td>4</td>
<td>In January of the next year every student’s MOE Year increases by one.</td>
</tr>
</tbody>
</table>

Misconceptions

MOE Year Level is not based on:

• A student’s fifth birthday. Students may start school at 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 s/he has been accelerated or held back for whatever reason.

Continued on next page
MOE Year Level, continued

Examples of MOE Year Level calculation

Example 1: Tim started school for the first time on 15 May 2005. His MOE Year was Year 1 for the rest of 2005. In January 2006 he went up to Year 2. In all of 2007 he will be in Year 3.

Example 2: Aroha started school for the first time on 2 July 2005. Her MOE Year was Year 0 for the rest of 2005. In January 2006 she went up to Year 1. In all of 2007 she will be in Year 2.

Example 3: Susan transferred to this school from another school on 10 August 2006. Her start date (at her previous school) was 5 June 2004. Therefore in 2007 her MOE Year is Year 4, having started school for the very first time as a Year 1 in 2004.

Example of incorrect calculation: Susan (above) started at this school on 10 August 2005. If using her enrol date (at this school) instead of her start date (at her previous school), she would register as MOE Year Level 1 in 2006. This is not correct.

How SMSs calculate MOE Year Level

SMSs calculate a student’s MOE Year from the Start date entered for this student.

When entering this information for students who have transferred from other schools, administrators must take care to enter the correct date in that field – i.e. the date the student started school for the first time (at the other school), not the first date of attendance at this school.

Entering the wrong date will result in the SMS reporting the student in the wrong MOE Year.

Students starting school after age six

Students who start school after the compulsory starting age of six, such as migrant children and children who have been home-schooled, will be given the same MOE Year Level as the majority of students of the same age.

Re-setting MOE Year Level

The MOE Year Level for a student may be re-set at Year 7, Year 8 and Year 9 levels only.

- Students in their final two years of primary and intermediate schooling (Form 1 and Form 2) must have their MOE Year level set at Year 7 and Year 8 in order to generate appropriate funding and staffing for technology
- All students in their first year of secondary schooling will be classified in Year 9.

Continued on next page
MOE Year Level, continued

**MOE Year Level for School Leavers**

Students who attend school for a brief period at the beginning of the year (and who have had their MOE Year Level incremented) and then **leave before 1 March**, must have their MOE Year Level decreased by one, back to the Year Level they had at the end of the previous school year.

This is so that their correct year level is reported on the school leaver tables. SMSs should automatically roll back the year level of school leavers leaving before 1 March, or should prompt you to do so.

**Returning students**

Students over the age of 16 who have been away from schooling for a period of at least one year will take up the same MOE Year Level that they had when they left.

**Returning adult students**

Returning adult students over the age of 19 on 1 January of the roll count year who return to school, will assume the MOE Year Level corresponding to the level at which the majority of their subjects are being taken.

---

**National student number**

**What is it?**

Currently, the National Student Number (NSN) is the Record of Learning number allocated by the NZQA to all students applying for credit towards NZQA-approved examinations or awards.

**Why do we collect it?**

The NSN will allow the Ministry of Education to uniquely identify students and undertake longitudinal studies. It will reduce compliance for students who move on to tertiary education. Schools with computerised Student Management Systems must record the NSN of those students for whom a number has been assigned by NZQA. Note: When first introduced in 2003, recording NSN was not deemed compulsory, however it is now mandatory where available.

**Not applicable for**

NSN is not applicable for primary level students or schools not using computerised Student Management Systems.
Off-site classes and units

What is collected?

This question applies to State and State Integrated schools only.

In the March roll return secondary and composite schools are asked to list any Activity Centres, Off-site Learning Centre, Off-Site Classes or Special Purpose Units for which their Board of Trustees had responsibility, along with the numbers of students attending them by gender.

Off-site Learning Centres are:
- Separately funded from the MOE
- Education is provided in an adapted location separate from mainstream classes
- Students remain on the roll of a mainstream school and are expected to return to this school.

ORRS status

Definition

ORRS describes the level of resourcing for special needs students identified in the Ongoing and Reviewable Resourcing Schemes (ORRS).

It is recorded on your SMS as N, H or V (Non-ORRS, High needs, Very high needs).

What is it used for?

Although this data is not currently collected on roll returns, it remains a requirement for school SMSs so that this information can be recorded for a school’s own purposes.

ORRS students older than 14

Special needs students are entitled to attend primary schools until the end of the year in which they turn 21.

In the past this has caused difficulties for schools preparing their roll return tables by SMS.

From 2006, if special needs students have their ORRS status recorded (as H or V), this will ensure that they can be included on the SMS roll return tables, without causing an error message.
Pacific-medium – Language and Level

Definition
In Pacific-medium education the curriculum is delivered either:
• In a specified Pacific language only (immersion); or
• In both a specified Pacific language and English (bilingual).

Why do we collect this?
Data on the numbers of students involved in Pacific-medium education is used to measure the extent to which Pacific-medium education is being provided in schools. This assists in policy development work.

Pacific Languages
Pacific languages for which data is collected are:
• Cook Island Māori
• Fijian
• Niuean
• Samoan
• Tokelauan
• Tongan
• Other Pacific languages.

Pacific-medium education
Pacific-medium education may be reported at four levels. Students must be reported once only, at the highest level of learning.

<table>
<thead>
<tr>
<th>Level</th>
<th>Curriculum is taught in the specified Pacific language:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>81–100% of total time, i.e. for more than 20 and up to 25 hours per week</td>
</tr>
<tr>
<td>2</td>
<td>51–80% of total time, i.e. for more than 12.5 and up to 20 hours per week</td>
</tr>
<tr>
<td>3</td>
<td>31–50% of total time, i.e. for more than 7.5 and up to 12.5 hours per week</td>
</tr>
<tr>
<td>4</td>
<td>12–30% of total time, for more than 3 and up to 7.5 hours per week (i.e. more than 70% of instruction is in English)</td>
</tr>
</tbody>
</table>

Extra level in SMSs
The SMSs allow for an extra level – for students not involved in Pacific-medium education.
Peak rolls

What is collected? This question applies to composite state and state integrated schools only. It collects information on the peak roll for the previous year and the month in which this peak roll was reached. Schools are also asked to estimate their peak rolls for the current year and the next two years.

Why do we collect this? Peak roll data assists in planning and resourcing for schools, particularly in property provision.

Predicted rolls

Why do we collect this? In the July roll return, schools are asked to predict the number of students they will have in the following year. The Ministry of Education uses predicted rolls to calculate the first instalment of the funding entitlement for the year. The school’s predictions are taken into consideration when the provisional staffing roll is established. The Guaranteed Minimum Funded Staffing (GMFS) for the coming year is calculated from the provisional staffing roll. Predicted rolls are also used in future planning and forecasting.

Secondary and composite schools Secondary and composite schools are asked to predict their regular student rolls for the next March and to estimate their March rolls for the following two years.

Special schools Special schools are asked to predict their regular student rolls for the next July and to estimate their July rolls for the following two years.

Māori-medium predictions The July roll return also collects predictions of the numbers of students in Māori-medium education or learning Te Reo Māori for three or more hours per week (Levels 1–4) for the following March (secondary and composite schools) and for the following July (special schools). You no longer need to state the number of Māori students included in the total at each level, you just state the total numbers for each level.
**Previous school**

**Why do we collect this?**

This information is used to assist in determining the catchment area of a school. This is used in projecting rolls and in property planning.

---

**What is required?**

In the March roll return, schools are asked to list the schools that contribute to their first-year intake of students.

This data is not required for FFP and NZAID students.

The following schools should provide this information.

<table>
<thead>
<tr>
<th>School Type</th>
<th>First-year intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restricted Composite (Middle) schools</td>
<td>Year 7</td>
</tr>
<tr>
<td>Secondary (Year 7–15) schools</td>
<td>Year 7</td>
</tr>
<tr>
<td>Secondary (Year 9 –15 ) schools</td>
<td>Year 9</td>
</tr>
</tbody>
</table>

**School numbers**

Schools completing this question manually must include the full name and MOE number of the relevant schools.

A list of school numbers and names can be obtained from the Ministry of Education website, [www.minedu.govt.nz/goto/schoolrollreturns](http://www.minedu.govt.nz/goto/schoolrollreturns)

---

**Reason for leaving**

**Purpose**

A reason for leaving must be entered on a student’s record when a student is no longer attending your school.

It is important to select the correct reason since this data is used to determine which students count on the school leaver tables.

The reason must be from one of the following.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Transferred to another school in New Zealand</td>
</tr>
<tr>
<td>O</td>
<td>Left to go or return overseas</td>
</tr>
<tr>
<td>D</td>
<td>Deceased</td>
</tr>
<tr>
<td>L</td>
<td>Left school (i.e. to seek employment or for post-school education and training)</td>
</tr>
<tr>
<td>E</td>
<td>Granted early exemption to leave school (applies to those under 16 years)</td>
</tr>
<tr>
<td>U</td>
<td>Student under the age of 16 whose destination is unknown</td>
</tr>
<tr>
<td>X</td>
<td>Expulsion or exclusion</td>
</tr>
<tr>
<td>H</td>
<td>Transferred to home-schooling</td>
</tr>
</tbody>
</table>

**School leavers**

All full-time regular Year 9 to Year 15 students who have finished their schooling must be coded and counted as ‘left school’, i.e. given a reason for leaving of ‘L’ or ‘E’. For schools using SMSs, this will ensure that the school leaver tables generated by your SMS include only full-time regular Year 9 to Year 15 students who have finished their schooling and last attended school on or after 1 March last year and before 1 March of the current year.

*Continued on next page*
Reason for leaving, continued

Also include

Also include in the school leaver tables the following:

- Full-time adult students
- Special education class students and regular students who have turned 15 years of age and have been granted an exemption from enrolment.

Exclude

Students with any reason for leaving other than ‘left school’ (L) or ‘granted early exemption’ (E) should not be counted on school leaver tables.

Students excluded from school leaver tables are as follows:

- Returning adult students
- Part-time students
- External students
- Alternative Education students
- Foreign fee-paying and NZAID-funded students
- Exchange students
- Students transferred to other New Zealand schools or to home-schooling
- Students who have gone overseas permanently
- Deceased students
- Suspended students
- Students under the age of 16 whose destination is unknown
- Students under the age of 16 in a CYFS residence or programme
- Eligible and enrolled students who left from a Teen Parent Unit.

MOE Year Level of school leavers

Students who attend for a period of time at the beginning of the school year but leave before 1 March, are to be counted for statistical purposes as school leavers in the previous year and should be reported in their MOE Year Level as at the previous year.

Student Management Systems will either adjust these school leavers’ MOE Year Level automatically, or prompt you to do so.

Satellite classes (Special Schools only)

Satellite classes

In the July roll return, special schools with students taught in satellite classes are asked to list the name of the school where the class is located, and give the numbers of students attending the class.

School ID

School ID

Ministry of Education school number.
## Secondary Qualifications (academic attainment)

**Secondary qualifications for school leavers**

This information is used to measure the academic achievement of students when they leave school.

Secondary attainment for school leavers is now collected in three data fields:

- National Qualifications Framework (NQF) attainment
- Non-NQF attainment
- University Entrance.

### NQF attainment

This data field is for recording each student’s highest attainment in NQF qualifications.

This information will be made available to you via the results file from the NZQA website. When this data file is downloaded it will transfer the attainment codes for each student into your SMS. NZQA will notify schools when the downloadable files become available.

NQF attainments and the corresponding SMS codes are listed in Appendix A, on page 49.

### Non-NQF attainment

Schools offering alternative qualifications to those on the NQF such as Accelerated Christian Education diplomas, the International Baccalaureate diploma, and Cambridge International exams, will need to update the non-NQF attainment field manually. This is recorded in the SMS manually for each student if you use one.

These attainment codes are listed in Appendix B, on page 50.

### University Entrance

In the March roll school leaver return attainment tables, there is a row in which to count University Entrance (UE) attainment for leavers.

This will indicate the numbers of students who have achieved University entrance criteria either within the NQF or within other qualifications.

UE qualifications are listed in Appendix C, on page 51.

### Ranking NQF and Non-NQF Attainment

Appendix D, on page 52, contains a list showing attainment for secondary school leavers ranked from the highest attainment to the lowest (no formal qualification).

This table should be used if any student has studied both NQF qualifications and an overseas or non-NQF qualification and you need to determine which level of attainment is higher.
Secondary subjects

How and why are secondary subjects collected?

One of the areas where Secondary subjects are used is to populate the Team Up website in the School Directory under the learning areas section. This data is collected in the following way for roll return purposes:

- Subject data is collected on subjects studied over the full school year (rather than at one point in time)
- The number of hours for which each subject will be studied throughout the year (hours per year – refer page 20) is collected for subjects studied for 20 or more hours per year
- Each subject has a level of study (learning zone – refer page 26) associated with it to indicate the class level at which it is generally studied. The learning zone may differ from the student’s MOE Year Level (e.g. a Year 13 student studying Science at NCEA Level 1 is to be recorded in the Year 11)
- Subjects are grouped in learning areas on the subject table layout.

Include

Provided they meet the 20 hours per year minimum time criteria:

- Subjects studied through the Correspondence School are to be included
- STAR subjects will continue to be reported with other subjects
- All students in year 9 and 10 are taught seven curriculum areas: language and languages, mathematics, science, technology, social sciences, the arts and health and physical well-being. Include the subjects within these areas.

Mode of instruction

The collection of the predominant mode of instruction (i.e. the predominant method of programme design, delivery and assessment) for each timetabled subject, originally signaled for 2004, has been deferred.

For schools using computerised SMSs, this field will continue to be available through your SMS, but please ensure you leave it blank for 2007.

Subject mapping

SMSs incorporate a mechanism by which subject-related data can be entered onto a student’s record.

The code used by the school in the timetable section of the SMS must be linked to the appropriate learning area, learning zone, and hours per year. The appropriate Ministry code for the selected subject, along with the selected learning zone, and hours per year will then be automatically added to the record for each student enrolled in that class or course.

For integrated subjects (i.e. those that use content from more than one curriculum area), there should be a provision to allocate Ministry subject codes and hours to the student’s record for the two main subject components.

Schools will need to complete this ‘subject mapping’ for each subject offered throughout the year in preparation for the July roll return in order to match all subjects, for each student, for the whole school year.

A list of subjects and their codes are listed in Appendix E, on page 53.
Student ID number

**Definition**
This is a number allocated to a student by a computerised Student Management System (SMS).

Student name

**Student name**
The legal surname and first name as specified on their birth certificate or passport are essential.

Teaching staff at private schools

**What is collected?**
Data about numbers of full-time and part-time teaching staff at private schools.

**Why do we collect this?**
This information, together with data from the teachers’ payroll (in state schools), gives a fuller picture of total teacher numbers and full-time teacher equivalents employed in New Zealand schools.

Teacher vacancies in state schools

**What is collected?**
This question applies to state and state integrated schools only. It collects:
- The number and type of vacancies for full-time permanent teachers
- How many vacancies have had to be re-advertised
- How many of these the Board of Trustees is actively seeking to fill.

**Note:** A board would not be considered to be ‘actively seeking to fill’ a position that is not currently being advertised because it is satisfactorily filled by a limited-term appointee.

**Why do we collect this?**
This information is used to indicate trends in staffing difficulties and to inform analysis of teacher supply issues in state and state integrated schools. For example, it may identify particular geographic or subject areas in which there is a shortage of suitable teachers.
Teen Parent Unit Supplementary forms

Secondary schools with attached Teen Parent Units (TPUs) will receive supplementary forms for these units in their roll return packages, in both March and July.

The supplementary TPU forms must be:

- Completed by the principal of the host school
- Checked and signed by the teacher-in-charge of the TPU, as well as the host school principal
- Checked and signed by the chairperson of the host school’s Board of Trustees.

The host school should complete the TPU supplementary forms manually, using the information from their SMS.

SMSs will incorporate the TPU student type codes (as detailed in the table on page 42), but will not be required to produce separate report tables for Teen Parent Unit returns. They will, however, have a facility to allow host schools to select and print lists with details of the various types of students.

Students enrolled at a TPU are included in the unit’s supplementary roll return if they are physically attending the unit for tuition on the roll count date.

For absences over five days, a medical certificate from a registered medical practitioner or a registered counsellor is required and should be kept on file.

TPU students may be absent for significant periods of time following the birth of a child.

At present, there is no specified period for including TPU students on the supplementary roll return when they are absent on the count date following the birth of a child.

Recommended requirements for including such TPU students who are absent on the roll count date are:

- The student was attending the TPU for tuition in the current school year prior to the roll count date; and
- The TPU has:
  - a medical certificate, and
  - a birth certificate for the child, and
  - documentary evidence of the student’s intention to return to the TPU, and
  - their absence does not exceed 15 consecutive weeks in the current school year.

Continued on next page
Teen Parent Unit Supplementary forms, continued

Resourcing of TPUs

Teen Parent Units will be resourced on their maximum rolls.

But the Ministry still requires information on the actual number of students attending the TPUs to assist in identifying where changes to maximum rolls may be necessary, and for audit and statistical reporting purposes.

Thus, students attending TPUs have been categorised into two main types:

- Eligible and enrolled students
- Other students.

Eligible and enrolled students

These students are eligible and enrolled in the TPU, within the maximum roll total. They may include both full-time and part-time Teen Parent Regular (TPRE) and Teen Parent Adult (TPRAE) students.

These students will be counted on the TPU’s roll only.

Other students

Other students attending the TPU may include:

- Teen Parent Regular and Teen Parent Adult students who meet the eligibility criteria but whose enrolment exceeds the maximum roll total
- Returning adult students attending the TPU.

These students will be resourced through the host school and therefore must also be counted on the host school’s roll return, as well as on the TPU form.

TPU student types

These student types are further categorised, as defined in the table on the next page.

This table gives details of which students to count in which roll return (host school or TPU supplementary). Please read it carefully.

It is vital for resourcing purposes that:

- The correct student types are included in each of the questions in the supplementary TPU roll return; and
- The correct student types are included in the host school’s roll return.

In particular, please note that all students in the ‘Other’ category must be counted not only in parts of the supplementary TPU form, but need to be in the host school’s roll return.

Host School’s SMS

The host school’s SMS will:

- Exclude students coded TPRE and TPRAE from the host school’s tables; but
- Include the following students on the host school’s tables:
  – students coded TPREOM along with its regular students
  – students coded TPRAOM and TPAD along with its adult students.

Continued on next page
### Teen Parent Unit Supplementary forms, continued

<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><strong>Teen Parent Eligible and Enrolled Regular Student</strong></td>
<td>TPRE</td>
<td>A Regular Eligible and Enrolled Teen Parent student must be aged less than 19 years at 1 January of the year in which she/he first enrolled in the Teen Parent Unit (TPU). <strong>These students may continue to be enrolled in the TPU after the end of the year in which they reach age 19.</strong> However, at the beginning of the new school year following their nineteenth birthday, their student type must be changed to Teen Parent Adult Student – see definition below.</td>
<td>TPU Form only</td>
</tr>
<tr>
<td><strong>Teen Parent Eligible and Enrolled Regular Adult Student</strong></td>
<td>TPRAE</td>
<td>A Teen Parent Eligible and Enrolled Adult Student is a student whose enrolment in the TPU has continued beyond the end of the year in which the student reached the age of 19 years.</td>
<td>TPU Form only</td>
</tr>
<tr>
<td><strong>Teen Parent Regular Student Over Maximum roll</strong></td>
<td>TPREOM</td>
<td>A regular student (i.e. a student aged under 19 years at 1 January of the roll count year) who meets the eligibility criteria, but whose enrolment would cause the roll of the TPU to exceed the set maximum.</td>
<td>Host school form (for Resourcing) and ‘Other Students’ and ‘Total’ tables on TPU form</td>
</tr>
<tr>
<td><strong>Teen Parent Regular Adult Student Over Maximum roll</strong></td>
<td>TPRAOM</td>
<td>An adult student (i.e. a student who has continued attending school beyond the end of the year in which she/he reached the age of 19 years) who meets the eligibility criteria but whose enrolment would cause the roll of the TPU to exceed the set maximum.</td>
<td>Host school form (for Resourcing) and ‘Other Students’ and ‘Total’ tables on TPU form</td>
</tr>
<tr>
<td>Returning Adult Student attending Teen Parent Unit</td>
<td>TPAD</td>
<td>A returning adult student is a student aged 19 years or over on 1 January of the roll count year who has returned to school following a break of one year or more. If space permits, and where these students meet the other criteria for inclusion, they may attend a TPU.</td>
<td>Host school form (for Resourcing) and ‘Other Students’ and ‘Total’ tables on TPU form</td>
</tr>
</tbody>
</table>
## Tuition Fee (for FFP and NZAID-funded)

**Why do we collect this?**

This information will be used to calculate the Export Education Levy for foreign fee-paying students.

---

**What is to be reported?**

- In the Overseas Students question in both the March and July roll returns, schools must report tuition fees charged (including GST) for **this academic year** (i.e. 7 February 2007 to 18 December 2007)
- The fee charged for tuition is required for foreign fee-paying and NZAID students
- The fee to be reported is the amount charged for the academic year (or proportion of the year for which the student is enrolled), **not** just that portion of the fee that has been paid to date; i.e. for students paying term by term, this means the **liable fee** for their **expected enrolment period** in the 2007 academic year, even though they may have yet to pay the total fee
- For students enrolling over more than one academic year, the tuition fee must be divided proportionately into each academic year and **the 2007 portion only** reported on the 2007 returns
- Schools providing scholarships to International students must still report the full tuition costs so that the Ministry can calculate the Export Education Levy correctly
- The amount must be entered in New Zealand dollars.

---

**Export Education Levy**

The Export Education Levy is payable for all foreign fee-paying students studying in New Zealand.

The Export Education Levy is deducted from the Operations Grants of state integrated schools, and from the Subsidy Grants of fully registered private schools.

State schools do not make any additional payment for the Export Education Levy because it is deducted by the Ministry from the International Student Levy paid by these schools.

For further information on the International Student Levy and the Export Education Levy, please refer to the *Funding, Staffing and Allowances Handbook*, which is available on the Ministry's website at [http://www.minedu.govt/goto/resourcinghandbook](http://www.minedu.govt/goto/resourcinghandbook)
Tuition weeks (for FFP and NZAID-funded)

Tuition weeks

This applies to foreign fee-paying students and NZAID-funded students. From 2006, the roll returns will collect the number of weeks an International student is enrolled for. This will allow for the exact deduction of the International Student Levy.

Why do we collect this?

Tuition weeks is used to calculate the International Student levy for state schools. The levy is calculated by multiplying the number of weeks by $23 for Secondary, Composite and Special schools. Tuition weeks is also used to calculate the fulltime equivalent of international students for school types.

The maximum number of weeks is 39 for Secondary, Composite and Special schools.

Type of student

Purpose

For the purposes of Ministry of Education statistical returns, student types are defined in the following list.

Hierarchy

The list is in hierarchical order from the top down, e.g. a foreign fee-paying student who is also an adult student is coded and counted as a foreign fee-paying student.

More detailed descriptions of all student types follow.

<table>
<thead>
<tr>
<th>Code</th>
<th>Type of Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>FF</td>
<td>Foreign Fee-paying Student</td>
</tr>
<tr>
<td>FE</td>
<td>NZAID-funded Student</td>
</tr>
<tr>
<td>EX</td>
<td>Foreign Exchange Student</td>
</tr>
<tr>
<td>RE</td>
<td>Regular Student</td>
</tr>
<tr>
<td>KT</td>
<td>Kura Teina Student</td>
</tr>
<tr>
<td>AE</td>
<td>Alternative Education Student (N/A in Year 1–8 levels)</td>
</tr>
<tr>
<td>AD</td>
<td>Returning Adult Student (N/A in Year 1–8 levels)</td>
</tr>
<tr>
<td>RA</td>
<td>Adult Student (N/A in Year 1–8 levels)</td>
</tr>
<tr>
<td>EM</td>
<td>External Student</td>
</tr>
<tr>
<td>SA</td>
<td>Satellite Class Student</td>
</tr>
<tr>
<td>NA</td>
<td>Not Attending</td>
</tr>
<tr>
<td>SF</td>
<td>Separately Funded</td>
</tr>
</tbody>
</table>

Foreign Fee-paying Student (FF)

An International student who meets full tuition costs on their own or from funds provided to them by sponsors other than the New Zealand Ministry of Foreign Affairs and Trade.

Continued on next page
Type of student, continued

**NZAID-funded Student (FE)**
An International student who is a scholarship holder or is the dependant child of a scholarship holder sponsored by the New Zealand Agency for International Development (NZAID) – a branch of the New Zealand Ministry of Foreign Affairs and Trade (MFAT).

**Foreign Exchange Student (EX)**
An international student who is studying in New Zealand under an exchange programme approved by the New Zealand Government and is exempt from paying tuition fees.

Foreign exchange students are treated as regular students (or adult students, depending on age) for the purposes of Ministry of Education statistical returns.

If, however, a foreign exchange student is paired with a domestic student involved in the same exchange, and the domestic student is counted on the roll, then the foreign exchange student cannot be counted.

**Codes for exchange schemes**
Foreign exchange students need to be identified in the overseas table in the roll returns. If you use an SMS you can now record the code directly in your SMS system.

Each type of exchange student will be coded as belonging to either:

- A Government-approved Exchange Scheme (e.g. AFS, Rotary – there are 12 types); or
- A Government-approved Exchange Agreement (e.g. a school-on-school agreement. Schools are advised to have documentation to verify this).

Below is a list of the only codes to be used for exchange schemes

<table>
<thead>
<tr>
<th>Code</th>
<th>Exchange Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>AFS Intercultural Programmes NZ Inc</td>
</tr>
<tr>
<td>02</td>
<td>ARK International Educational Travel &amp; Exchange</td>
</tr>
<tr>
<td>03</td>
<td>ASSE NZ</td>
</tr>
<tr>
<td>04</td>
<td>EF Foundation</td>
</tr>
<tr>
<td>05</td>
<td>IGO International Ltd</td>
</tr>
<tr>
<td>06</td>
<td>Kiwiana Exchange (NZ)</td>
</tr>
<tr>
<td>07</td>
<td>NZ/German Student Exchange</td>
</tr>
<tr>
<td>08</td>
<td>NZ Institute Of International Understanding</td>
</tr>
<tr>
<td>09</td>
<td>Rotary International New Zealand</td>
</tr>
<tr>
<td>10</td>
<td>STS High School Foundation</td>
</tr>
<tr>
<td>11</td>
<td>YFU New Zealand Inc</td>
</tr>
<tr>
<td>12</td>
<td>World Youth Service Society (WYSS)</td>
</tr>
<tr>
<td>99</td>
<td>NZ School has a partner school in another country which is approved by the NZ government.</td>
</tr>
</tbody>
</table>

Continued on next page
Type of student, continued

**Regular Student (RE)**

A New Zealand student or a student treated for funding and staffing purposes as a New Zealand student, who is aged less than 19 years at 1 January of the roll count year.

**Includes:** Students in general classrooms and those in special needs units.

**Excludes:** Foreign fee-paying students and NZAID-funded students, alternative education students, and adult students.

---

**Kura Teina Student (KT)**

A student who attends a Kura Teina.

A Kura Teina is a developing Kura which is attached to a recognised Kura Kaupapa Māori – referred to as the Kura Tuakana.

This code (KT) should only be used by the Kura Tuakana to identify students at their Kura Teina, so that their SMS does not include them on the roll of the Kura Tuakana.

**Note:** If the Kura Teina uses a Student Management System of its own, the students should be entered as regular students (RE) and a roll return print-out produced as for a school.

For further information on Kura Teina students, please refer to the section on page 24.

---

**Alternative Education Student (AE)**

A student who is enrolled in an Alternative Education programme (these are only available at Secondary level).

An alternative education student is to be counted on the roll of one school only, either the managing school, or another school in the consortium.

An AE student is not counted as a regular student; AE student places are funded through a separate contract.

An AE student must have an MOE Year Level between Year 9 and Year 13 (inclusive).

---

**Returning Adult Student (AD)**

A student who has returned to school following a break of one year or more and 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 13.

---

**Adult Student (RA)**

A student who has continued at school and 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 13. **(Note:** Previously referred to as ‘Regular Adult’, hence the code RA. Not to be confused with ‘Returning Adult’, which is coded AD.)

*Continued on next page*
**Type of student, continued**

<table>
<thead>
<tr>
<th>Type of Student (EM)</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>External Student (EM)</strong></td>
<td>A student who attends your school for some courses but is enrolled at another school where the majority of instruction occurs. These students are counted on the roll of the school where the majority of instruction occurs, and are therefore excluded from your school’s roll returns.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Student (SA)</th>
<th>Definition</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 needs. Satellite class students count on the roll of the <em>special school</em> and are therefore excluded from the roll return of the school where the satellite class is situated.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Student (NA)</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Not Attending (NA)</strong></td>
<td>This student type has been created to cater for those students not attending on the day of the roll count if there is no documentation to support their absence from school. The NA code is for temporary absence only and should not be used for students who have left the school permanently.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Student (SF)</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Separately Funded (SF)</strong></td>
<td>A student in a separately funded unit and therefore excluded from the roll count.</td>
</tr>
</tbody>
</table>
Zoning status

Definition
Zoning status applies to state (non-integrated) schools only.
In a state school which has a Ministry of Education approved enrolment scheme, a student’s zoning status indicates whether s/he resides inside or outside the school zone.
It is based on his/her address on the date of first attendance at the school. A student's zoning status does not change while s/he is enrolled at your school.

Why do we collect this?
The information collected from the relevant schools assists the Ministry in making decisions about the provision of accommodation.

Does my school have an enrolment scheme?
You will probably be aware if your school has a Ministry-approved enrolment scheme, but if you are in any doubt, please check out www.schoolzones.co.nz to see if you do.
Private schools do not have Ministry-approved enrolment schemes.
If your school does not have a Ministry-approved enrolment scheme then you do not need to complete the table for question 6 in the March roll return.

Enrolment scheme vs. Zoning
Kura Kaupapa Māori, designated character schools, special schools, and state integrated schools may have an approved enrolment scheme but they will not have a zoning component and therefore do not need to provide information about their enrolment scheme.

Recording students’ zoning status
There are three codes to record zoning status:
• In zone – student resides inside the school’s zone on the date of first attendance
• Out of zone – student resides outside of the school’s zone on the date of first attendance. All adult students are counted as out of zone
• NAPP – Not applicable.

Who is coded NAPP?
The following students must be coded as NAPP (Not applicable):
• All students whose date of first attendance at your school is prior to the effective date of your school’s enrolment scheme
• All foreign fee-paying, NZAID funded students and students attending your school but enrolled elsewhere.

Schools with SMSs
Your SMS should include the facility for you to indicate whether you have an enrolment scheme. If you do not have one, your SMS should automatically default all your students to the ‘Not applicable’ (NAPP) status.

2007 Roll Return Guidelines
**Appendix A – NQF Attainment Codes**

**Codes for NQF Qualifications**

The list below shows Secondary Attainment for NQF qualifications and how they are aggregated on the SL1 table in the March roll return.

<table>
<thead>
<tr>
<th>Attainment column in SL1 Table</th>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NZ Scholarship award or other NQF qualification at Level 4 or higher</td>
<td>43</td>
<td>National Certificate at Level 4</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>3+ NZ Scholarship subjects</td>
</tr>
<tr>
<td>NCEA Level 3 or other Level 3 NQF qualification</td>
<td>34</td>
<td>NCEA Level 3</td>
</tr>
<tr>
<td></td>
<td>33</td>
<td>Other Level 3 NQF Qualification</td>
</tr>
<tr>
<td>30+ credits at Level 3 or above</td>
<td>56</td>
<td>30+ credits at Level 3 or above</td>
</tr>
<tr>
<td>NCEA Level 2 or other Level 2 NQF qualification</td>
<td>24</td>
<td>NCEA Level 2</td>
</tr>
<tr>
<td></td>
<td>04</td>
<td>Other Level 2 NQF Qualification</td>
</tr>
<tr>
<td>30+ credits at Level 2 or above</td>
<td>55</td>
<td>30+ credits at Level 2 or above</td>
</tr>
<tr>
<td>NCEA Level 1 or other Level 1 NQF qualification</td>
<td>14</td>
<td>NCEA Level 1</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Other Level 1 NQF Qualification</td>
</tr>
<tr>
<td>40+ credits at any level including literacy and numeracy for NCEA Level 1</td>
<td>54</td>
<td>40+ credits at any level including Level 1 literacy and numeracy credits</td>
</tr>
<tr>
<td>40+ credits at any level without literacy and numeracy for NCEA Level 1</td>
<td>53</td>
<td>40+ credits at any level without Level 1 literacy and numeracy credits</td>
</tr>
<tr>
<td>14–39 credits at any level including literacy and numeracy for NCEA Level 1</td>
<td>52</td>
<td>14–39 credits at any level including Level 1 literacy and numeracy credits</td>
</tr>
<tr>
<td>14–39 credits at any level without literacy and numeracy for NCEA Level 1</td>
<td>51</td>
<td>14–39 credits at any level without Level 1 literacy and numeracy credits</td>
</tr>
<tr>
<td>1–13 credits at Level 3</td>
<td>30</td>
<td>1–13 credits at Level 3</td>
</tr>
<tr>
<td>1–13 credits at Level 2</td>
<td>20</td>
<td>1–13 credits at Level 2</td>
</tr>
<tr>
<td>1–13 credits at Level 1</td>
<td>10</td>
<td>1–13 credits at Level 1</td>
</tr>
<tr>
<td>No formal attainment</td>
<td>00</td>
<td>No Formal Attainment</td>
</tr>
</tbody>
</table>
Appendix B – Non-NQF Qualification codes

The following secondary attainment codes for non-NQF qualifications – to be used to report attainment on the SLA table in the March roll return – are listed below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Meaning</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 C – University Entrance Qualifications

### New Zealand University Entrance

University Entrance as set by NZQA is listed below.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Level achieved</th>
<th>Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>NZ University Entrance</td>
<td>42 NQF credits at level 3 or higher including a minimum of 14 credits at level 3 or higher in each of two subjects from the ‘approved subject’ list, with a further 14 credits at level 3 or higher taken from one or two additional domains on the NQF or ‘approved subjects’ list plus 14 NQF credits at level 1 or higher in Mathematics or Pangarau plus 8 NQF credits at level 2 or higher in English or Te Reo Māori</td>
<td>University Entrance</td>
</tr>
</tbody>
</table>

### University Entrance Equivalents

University Entrance equivalent attainments for non-national qualifications are listed below.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Level achieved</th>
<th>Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated Christian Education Certificate</td>
<td>Year 13: 29+ credits achieved</td>
<td>University Entrance</td>
</tr>
<tr>
<td>Cambridge International Exams</td>
<td>Year 13: Minimum of 120 points in A or AS levels and 3+ subject passes Minimum grade D+ with literacy and numeracy standards</td>
<td>University Entrance</td>
</tr>
<tr>
<td>International Baccalaureate Diploma (2-year course)</td>
<td>Year 13: 24 points minimum</td>
<td>University Entrance, 6 subjects</td>
</tr>
</tbody>
</table>
## Appendix D – Ranking of NQF and non-NQF attainments

### Ranking of all secondary attainments

The following list shows attainment for secondary school leavers ranked from the highest attainment to the lowest (no formal qualification).

This table should be used if you have a student who has studied both national qualifications and an overseas or non-national qualification and you need to determine which level of attainment is ranked higher. This will then determine which attainment table this student is reported in (SL1 or SLA).

**Example:** If the higher attainment is a Cambridge International award then this student is reported on the non-NQF table (SLA).

<table>
<thead>
<tr>
<th>Highest Attainment Code</th>
<th>Attainment Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>43</td>
<td>National Certificate at Level 4</td>
</tr>
<tr>
<td>40</td>
<td>NZ Scholarship award (3+ scholarship subjects)</td>
</tr>
<tr>
<td>34</td>
<td>NCEA Level 3</td>
</tr>
<tr>
<td>33</td>
<td>Other Level 3 NQF Qualification</td>
</tr>
<tr>
<td>62, 72, 82, 92</td>
<td>International Baccalaureate Year 13 or Cambridge International Exams Year 13 or Accelerated Christian Education Year 13 or Other Overseas Awards Year 13</td>
</tr>
<tr>
<td>56</td>
<td>30+ Credits at Level 3 or above</td>
</tr>
<tr>
<td>24</td>
<td>NCEA Level 2</td>
</tr>
<tr>
<td>04</td>
<td>Other Level 2 NQF Qualification</td>
</tr>
<tr>
<td>61, 71, 81, 91</td>
<td>International Baccalaureate Year 12 or Cambridge International Exams Year 12 or Accelerated Christian Education Year 12 or Other Overseas Awards Year 12</td>
</tr>
<tr>
<td>55</td>
<td>30+ Credits at Level 2 or above</td>
</tr>
<tr>
<td>14</td>
<td>NCEA Level 1</td>
</tr>
<tr>
<td>13</td>
<td>Other Level 1 NQF Qualification</td>
</tr>
<tr>
<td>54</td>
<td>40+ Credits at any Level including Level 1 literacy and numeracy credits</td>
</tr>
<tr>
<td>53</td>
<td>40+ Credits at any Level without Level 1 literacy and numeracy credits</td>
</tr>
<tr>
<td>60, 70, 80, 90</td>
<td>International Baccalaureate (prep year) Year 11 or Cambridge International Exams Year 11 or Accelerated Christian Education Year 11 or Other Overseas Awards Year 11</td>
</tr>
<tr>
<td>52</td>
<td>14–39 Credits at any Level including Level 1 literacy and numeracy credits</td>
</tr>
<tr>
<td>51</td>
<td>14–39 Credits at any Level without Level 1 literacy and numeracy credits</td>
</tr>
<tr>
<td>30</td>
<td>1–13 Credits at Level 3 NCEA</td>
</tr>
<tr>
<td>20</td>
<td>1–13 Credits at Level 2 NCEA</td>
</tr>
<tr>
<td>10</td>
<td>1–13 Credits at Level 1 NCEA</td>
</tr>
<tr>
<td>00</td>
<td>No Formal Attainment</td>
</tr>
</tbody>
</table>
### Appendix E – 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>TECN</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>COMM</td>
<td>Biotechnology</td>
<td>BIT</td>
</tr>
<tr>
<td>Cook Island Māori</td>
<td>COOK</td>
<td>Computer Science/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>Info. &amp; 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 &amp; Information Management</td>
<td>TIMA</td>
</tr>
<tr>
<td>Niuean</td>
<td>NIUE</td>
<td>Textiles/Clothing</td>
<td>CLTX</td>
</tr>
<tr>
<td>Other Languages</td>
<td>OLAN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Language Studies</td>
<td>PLAN</td>
<td>The Arts/Ngā Toi</td>
<td>ARTA</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/Pangarau</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></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/Classical Studies</td>
<td>CLST</td>
</tr>
<tr>
<td>Agriculture/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>Geography</td>
<td>GEOG</td>
</tr>
<tr>
<td>Earth Science/Astronomy</td>
<td>EAAS</td>
<td>History</td>
<td>HIST</td>
</tr>
<tr>
<td>Human Biology</td>
<td>HUMB</td>
<td>Language &amp; Cultural Studies</td>
<td>LACU</td>
</tr>
<tr>
<td>Physics</td>
<td>PHYS</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 on next page*
### Appendix E – Secondary subject code, continued

<table>
<thead>
<tr>
<th>Subject</th>
<th>Code</th>
<th>Subject</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health &amp; Physical Education/Hauora</td>
<td></td>
<td><strong>Other</strong> (continued)</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>HEPH</td>
<td>Forestry</td>
<td>FOTY</td>
</tr>
<tr>
<td>Health</td>
<td>HEED</td>
<td>Industrial Trades (e.g. Automotive, Electrical, Electronic)</td>
<td>INTR</td>
</tr>
<tr>
<td>Home Economics</td>
<td>HOME</td>
<td>Legal/Law-related studies</td>
<td>LAWS</td>
</tr>
<tr>
<td>Outdoor Education</td>
<td>OUED</td>
<td>Life skills/Personal Development</td>
<td>LIFE</td>
</tr>
<tr>
<td>Physical Education</td>
<td>PHED</td>
<td>Religious Education/Studies</td>
<td>REST</td>
</tr>
<tr>
<td>Sports Studies</td>
<td>SPOR</td>
<td>Remedial Studies</td>
<td>REMS</td>
</tr>
</tbody>
</table>

| Other                                         |      |                                         |      |
|                                               |      | Service Trades (e.g. Hairdressing, Chef) | SETR |
| Commerce related (e.g. Business, Sales & Marketing, Finance) | BUSS | Study-Skills                              | STDY |
| Farming                                       | FARM | Transition/Pre-employment                | TRAN |
| Fishing                                       | FISH | Travel, Hospitality, Tourism             | THTR |
Contact Details and Links

About roll returns
For further information about completing your roll returns, or assistance with developing an enrolment form for your school, please contact:

<table>
<thead>
<tr>
<th>Andrea Jones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mail</td>
</tr>
<tr>
<td>Phone</td>
</tr>
<tr>
<td>Fax</td>
</tr>
<tr>
<td>Email</td>
</tr>
</tbody>
</table>

About funding or staffing
For information about funding or staffing entitlements, please contact the Resourcing Helpline on 04 463 8383.

About SMSs
Schools using computerised Student Management Systems should contact their SMS suppliers if they experience any difficulties using their software.

Links to useful website addresses
The following Ministry website addresses may be accessed for further information.

<table>
<thead>
<tr>
<th>Website address</th>
<th>Documents at this website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roll Return Links</td>
<td>• Roll Return Guidelines 2007</td>
</tr>
<tr>
<td><a href="http://www.educationcounts.edcentre.govt.nz/goto/guidelines">www.educationcounts.edcentre.govt.nz/goto/guidelines</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• March roll returns (available mid-February)</td>
</tr>
<tr>
<td><a href="http://www.educationcounts.edcentre.govt.nz/goto/collection-forms">www.educationcounts.edcentre.govt.nz/goto/collection-forms</a></td>
<td>• July roll returns (available mid-June)</td>
</tr>
<tr>
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