



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

2010 Roll Return Guidelines

Secondary, Composite and Special Schools

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Overview

Introduction 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 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

All schools use ENROL – the student enrolment register so references to ENROL are included.

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

Collection of personal information Personal information is collected about each child that enrolls in a New Zealand school. Some of this information is entered into ENROL – the school student enrolment register. Most of this information is entered into your SMS and sent electronically to the Ministry of Education as part of the Roll Return data collection. In both cases the Education Act provides the legal underpinning for the data collection by the Ministry.

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 (except for the chairperson) will be treated in a similar manner to information collected about students and staff.

Privacy Statement

Privacy Statement for School Enrolment Forms

Below is the template of a privacy statement for use on school enrolment forms.

Privacy Statement	<p>The information on this form is collected to form part of the essential information the school holds on your child. The information collected will be used by the school for the following purposes: enrolling your child at school, assessing the education needs of your child and ensuring that education services and resources in respect of your child are provided to the school.</p> <p>The records made from this information may be viewed on request at the school. The information collected may be disclosed to education and health sector agencies in accordance with the principles of the Privacy Act. Except with your specific authorisation, it will not be disclosed to any other person or agency unless such disclosure is authorised or required by law.</p>
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Notes for schools

- A Privacy Statement needs to provide an explanation about the use of the data. Parents need to be informed that data is sent to the Ministry of Education but for Roll Returns and ENROL their consent is not required.
- Generally, only a subset of the information on an enrolment form is passed on to the Ministry of Education for statistical purposes. For example, information about emergency contacts or custody arrangements would not be part of routine data collections. You should consider being explicit about which data will definitely be passed to the Ministry.

Timeline 2010

Key dates for Roll Returns and ENROL

Term	Date	Event	Action
Term 1	Early February	Enrol new and transferring students in ENROL and SMS	Using “batch processing” update ENROL with Year 7 or 9 students from contributing schools. Enrol other transferring students; lists of students from your SMS sorted by previous school and year level will be useful. Create records in ENROL for new entrants to your school and others that have not studied in NZ before.
	Mid February	March Roll Return package arrives	Prepare Roll Return data. If you use a SMS make sure you have installed the latest version. Ensure data entry is up to date then run the Roll Return process until all errors are resolved.
	1 March	March Roll Return count date	You have 2 weeks to complete the Roll Return form and post it to the Ministry. If you use a SMS submit your student data file (moe file) through eReturns or the portal.
	12 March	March Roll Return due date	Your Roll Return form and student data file (moe file) should have arrived at the Ministry by this date.
	19 April	NSID files released	NSID files released on ENROL. These are created from the student data file schools send with the Roll Return. Upload the file into your SMS to populate the NSN’s for your students.
Term 2	Mid June	July Roll Return package arrives	Prepare Roll Return data. If you use a SMS make sure you have installed the latest version. Ensure data entry is up to date then run the Roll Return process until all errors are resolved.
	1 July	July Roll Return count date	You have 2 weeks to complete the Roll Return form and post it to the Ministry. If you use a SMS submit your student data file (moe file) through eReturns or the portal.
	12 July	July Roll Return due date	Your Roll Return form and student data file (moe file) should have arrived at the Ministry by this date.
Term 3	2 August	NSID files released	NSID files released on ENROL. These are created from the student data file schools send with the Roll Return. Upload the file into your SMS to populate the NSN’s for your students.
Term 4	Mid Nov – December	Withdraw leaving students in ENROL and SMS	Use your SMS to sort leavers by the school they intend to transfer to Sort Year 13 students by Leaving Reason Using Batch processing, withdraw Year 13 students then withdraw other students leaving your school.

Roll Returns 2010

Residential Address data

Student addresses are collected in the student data file (moe file) that is sent to the Ministry.

Student residential address data is used to identify school catchments to assist schools with short, medium and long term planning, transport issues and for the legislative requirements of enrolment schemes.

It is vital that accurate residential address data (not PO Box) is included in the correct fields in your SMS.

Some SMS tables not needed in roll return form

Schools will no longer need to print and send in all of the SMS generated tables. In some cases, ENROL will be used to derive data previously taken from your SMS. Your SMS will now give you the ability to print all the tables or only the tables that are needed to submit with your Roll Return form.

Table name	March		July	
	SMS table	Print?	SMS table	Print?
International Students	M2	No	J2	No
Roll Count Student Tables	M3	Yes	J3 – J6	Yes
Previous school	M5	No	N/A	N/A
Zoning Status	M6	No	N/A	N/A
Maori Medium	M4	Yes	J7	Yes
School Leavers	SL 1 & 2	No	N/A	N/A
ECE	N/A	N/A	J8	No
Pacific Medium	N/A	N/A	J9	Yes
Secondary Subjects	N/A	N/A	J10	Yes

Māori Language learning tables

Schools need to ensure they have checked each student is actually studying at the recorded level. Some students change the number of hours they are studying a week throughout the year and this needs to be updated accordingly in your SMS.

International fee paying students are not eligible for Māori language funding. They will be included in the class list and have the appropriate level recorded but your SMS will suppress them from the Māori Language Learning tables.

Name data

Student names are not collected in the Roll Return form. They are however collected in the student data file (moe file) that is sent to the Ministry.

Student name data is used in data quality work with ENROL and students are allocated an NSN. It is important to ensure that the student's correct full legal name is entered into your SMS in the legal name field.

Continued on next page

Roll Returns 2010, continued

Data collected from ENROL Some of the Roll Return information is collected directly from the ENROL database. This has reduced the number of tables you need to print from your SMS. The data that will be collected from ENROL is listed below.

International student data collection From 2009 the International Student Levy has been calculated in trimesters for all schools using data from ENROL. This is calculated from the weekly fee and the number of weeks a student has been studying at your school in that trimester. Student's country of citizenship is collected along with the exchange scheme for International exchange students.
NOTE: Your SMS has been changed to align with ENROL and now collects weekly tuition fee not yearly tuition fee.

Previous School We are able to collect the previous school information for each student directly from ENROL.

Peak Roll 2009 Using ENROL we will be able to check directly when your schools roll peaked in 2009. You will still need to estimate your peak roll for the following 3 years.

School Leavers Using students NSN and leave reason we are able to identify the school leavers. The NSN will be matched with NZQA directly to get the highest attainment of all school leavers. Non-NQF data will be collected via your SMS generated student data file (.moe file).
Please ensure any Non-NQF attainment is entered into your SMS and up to date.

Student data file All schools with an SMS are asked to submit their student data file (moe file) once the Roll Return process is complete.

Submitting file directly from your SMS The functionality to send your student data file (moe file) directly to the Ministry is called eReturns. It will become available once you have completed the Roll Return process in your SMS.
If eReturns does not become available or you are concerned the file may not have been sent, contact your vendor in the first instance.

Submitting your file through the Ministry's portal If you can not send your student data file (moe file) directly from your SMS using eReturns you can log on to the e-Admin section of the Educational Leaders website <http://www.educationalleaders.govt.nz> and upload your file to the Ministry through a secure site.

Completing your Roll Return

Roll Count and Due dates

Collection	Count day	Due date
March	Monday 1st of March	Friday 12th March
July	Thursday 1st of July	Monday 12th of July

The Roll Return package

Contents of package	March	July
Covering letter , explaining how the roll return information is to be reported	✓	✓
A blank Roll Return form : To be completed and returned to the Ministry	✓	✓
Insert C – Board of Trustees Membership <i>For state and state integrated schools only</i>	✓	✓
Insert E – Loss of Permanently-appointed Teachers <i>For state and state integrated schools only</i>	X	✓
Pre-paid reply envelope	✓	✓

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 guidelines 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

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.

Collecting, storing and checking your data

Collecting data needed for the roll return Ensure you collect all the information needed for the roll return at the time of enrolment. Students new to the NZ school system need to provide documentation to prove their eligibility status, name and date of birth.

Keep data stored in your SMS and ENROL up-to-date Data stored in both your SMS and ENROL will need to be up-to-date with enrolments and leavers by the roll return count date.

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 SMS if you use one. Also keep ENROL up to date with enrolments and leavers.
- Determine which students should be counted in which parts of your Roll Returns check out 'counting students' page 16

Checking accuracy of data You can run the validation checks in your SMS before the roll count date. This way you can resolve any errors before the roll count day.

Data Quality in your SMS and ENROL

SMS Ensure you have your student's details up-to-date in your SMS.

ENROL Ensure you have your student's details up-to-date. Please pay **particular attention** to these fields:

- Part-time flag
- ECE participation (composite schools only)
- Attending off site flag
- Weekly fee (international students only)

Completing your March roll return

Step 1 – SMS (complete tables by hand if not using an SMS)

You do not have to run the Roll Return process in your SMS on the roll count day. Your SMS has been designed so it can be run any day for up to 3 months after the count date. It will still only include students that were enrolled on the count date.

- Ensure SMS is up-to-date – enrolments, leavers, Maori language level and zoning status
- Run March Roll Return validation – fix any errors
- Run March Roll Return tables Roll by Type of Student (M3) and Maori Language Learning (M4) – check for accuracy

Note: Your SMS will give you the ability to print only the tables needed to attach to the Roll Return form.

Step 2 – ENROL

- Ensure ENROL is up-to-date – enrolments, leavers, international students weekly fees, part-time and off site students.

Step 3 - Form

- Complete all additional questions in the roll return
- Insert SMS report Roll by Type of Student (M3)
- Insert SMS report Maori Language learning (M4)
- Principal must check and sign off the entire form
- Photocopy the form for your school records
- Post original signed form to the Ministry by due date
- Submit student data file (.moe file) to the Ministry using eReturns
- Table the roll count total at the next Board of Trustees meeting (BOT chairperson no longer needs to sign off roll return form)

Note: Insert C – BOT membership is not needed in March as elections are being held over this time.

Completing your July roll return

Step 1 – SMS (complete tables by hand if not using an SMS)

You do not have to run the Roll Return process in your SMS on the roll count day. Your SMS has been designed so it can be run any day for up to 3 months after the count date. It will still only produce students that were enrolled on the count date.

- Ensure SMS is up-to-date – enrolments, leavers, Maori language level and secondary subjects
- Run July Roll Return validation – fix any errors
- Run July Roll Return tables – check for accuracy

Note: The SMS will give you the ability to print only the tables needed to attach to the Roll Return form.

Step 2 – ENROL

- Ensure ENROL is up-to-date – enrolments, leavers, international students weekly fees, part-time and off site students

Step 3 - Form

- Complete all additional questions in the roll return
- Insert SMS report roll by type of student and funding year level (J3), year and age (J4), ethnicity by age (J5), ethnicity by year (J6), Maori Language learning (J7), Pacific medium (J9) and Secondary subjects (J10)
- Insert C – BOT membership is updated
- Principal must check and sign off the entire form
- Photocopy the form for your school records
- Post original signed form to the Ministry by due date
- Submit student data file (.moe file) to the Ministry using eReturns
- Table the roll count total at the next Board of Trustees meeting (BOT chairperson no longer needs to sign off roll return form)

Verification and sign-off

Verification and sign-off

- The completed Roll Return must be verified and signed off by the Principal
- 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 Return and Inserts must be returned to the Data Collection Unit by the due date using the pre-paid reply envelope provided.
- Table the roll count total at the next Board of Trustees meeting (BOT chairperson no longer needs to sign off roll return form)

Submitting your student data file (moe file)

Submitting file directly from your SMS

All data sharing approved SMS have the functionality to send your student data file (moe file) directly to the Ministry. The functionality is called eReturns. Once you have validated your data and printed the tables an option will be available to send your student data file directly to the Ministry.

If eReturns does not become available or you are concerned the file may not have been sent, contact your SMS vendor in the first instance.

Submitting your file through the Ministry's portal

If you can not send your student data file (moe file) directly from your SMS using eReturns you can log on to the e-Admin section (bottom right hand side of the page) of the Educational Leaders website and upload your file to the Ministry through a secure site. You will need to make sure you have a login and access to the site Educational Leaders at <http://www.educationalleaders.govt.nz/>. You can get this by calling the contact centre on 04 463 8383.

Schools with no SMS

You will not generally need to supply a student data file if your school does not have an SMS. Some schools will be contacted to complete a spreadsheet of their detailed student information.

Student Enrolment and Counting Policies

Domestic and International student enrolment policy

Definition of Domestic student

A domestic student is defined in Circular 2009/01.

The definition includes a person who is a:

- New Zealand citizen (incl. Cook Is., Tokelau or Niue)
- New Zealand permanent resident
- Australian Citizen
- Entered NZ for adoption
- Refugee clamant
- International student in CYF care
- Holder of a Limited Purposes Permit
- Dependent children of:
 - Diplomat or Consular Official or ex-Diplomat or ex-Consular Official
 - Refugee clamant
 - Valid Work Permit Holder
 - Commonwealth Scholarship Holder
 - NZ citizen with citizenship application
 - NZ resident with residency application
 - Member of a visiting force (or civilian component)
 - Member of Scientific programme or Antarctic expedition
 - Person on Government approved exchange scheme
 - International student who is enrolled in any PhD programme
 - NZAID scholarship holder.

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 two categories:

- International fee-paying students
- Exchange students (on a government-approved exchange scheme).

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. Permanent domestic students that have a verification documentation number in ENROL will not need to supply documentation again when they move schools.

Schools are 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 (NZ, Cook Is., Tokelau, Niue or Aust.)
- Passport with details of the student's residency status, limited purpose permit or a valid student visa/permit
- Immigration Service documentation of refugee status
- Certificate of Naturalisation

Circular

www.minedu.govt.nz/circulars 2009/01

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.

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.
-

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.
-

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/circulars

Counting students

Fundamental rule

For a student to be included on a Roll Return, the essential requirement is that the student is enrolled for tuition, meets the eligibility criteria of being a domestic student (see Circular 2009/01 for detailed definitions) and is attending the school for tuition on the date of the roll count.

Students also included

Students should be counted on your Roll Return in the following situations:

- Students who, for medical or domestic reasons, are absent on the count date; but only if the students have returned to school before the form is to be returned to the Ministry, or the school has:
 - a medical certificate from a registered medical practitioner, or
 - a statement from a social worker or counsellor, or
 - a letter from a parent/guardian justifying the student's absence from the 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

Note: Students who attend more than one school are to be enrolled in ENROL at 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 not included

Students should not be counted on your roll in the following situations:

- Students who have enrolled but not yet had their first day of attendance at your school
 - Students who have had their last day of attendance, but who are still going through the schools leaving process
 - International fee paying students; please ensure they are coded correctly so they are not funded as domestic students.
-

Students not attending on the count day

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) as the student type in their SMS. This is only for students who are currently not attending your school but you are unsure if they are leaving or not.

For further information

The Circular 'Auditing of Roll Returns' has full details on counting students. It can be accessed on the Ministry of Education website: www.minedu.govt.nz/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 an 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 enrolls 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.

Student data required for Roll Return purposes

Data required for Roll Returns To be able to complete your Roll Return, your school needs to collect the enrolment data listed below for each student. The table below indicates which individual information is submitted from your SMS through the student data file (moe file) and which information comes from ENROL. This information is then used to calculate the aggregate data in the Roll Return tables.

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

Field name	Brief Field Description	Student Data File	ENROL	Roll Return form	Page
ADDRESS	Students home address	✓	✓	X	20
BOARDING STATUS	Student is a boarder	✓	X	X	-
COUNTRY OF CITIZENSHIP	Country of citizenship	✓	✓	X	21
CURRENT YEAR LEVEL	The student's class Year Level	✓	✓	X	51
DOB	Student's date of birth	✓	✓	✓	22
ECE	Identifier of the student's participation in Early Childhood Education	✓	✓	X	23
ELIGIBILITY CRITERIA	Criteria to determine if student is Domestic, international fee-paying or international fee-exempt	✓	✓	X	24
ETHNICITY	Student's ethnic groups	✓	✓	✓	26
EXCHANGE SCHEME	Type of scheme or agreement an exchange student is affiliated to	✓	✓	X	43
FIRST ATTENDANCE DATE	Student's date of first attendance at the school	✓	✓	X	22
FIRST SCHOOLING DATE	Date student first started schooling	✓	✓	✓	22
FIRST NAME	Student's legal first name	✓	✓	X	41
FTE	Full Time Equivalent	✓	✓	✓	28
FUNDING YEAR LEVEL	The actual number of years that the student has attended a school.	✓	X	✓	51
GENDER	Student's gender	✓	✓	✓	28
HOURS PER YEAR OF SUBJECTS	Approximate number of hours per year that each subject at secondary school level will be studied for	✓	X	✓	29
INSTRUCTIONAL YEAR LEVEL	The level at which each subject is being studied	✓	X	✓	54
IWI	Student's Iwi affiliation	✓	✓	X	29
LAST ATTENDANCE DATE	Date of student's last attendance for tuition	✓	✓	✓	22
MĀORI MEDIUM	Highest level of Māori Language Learning the student is involved in	✓	X	✓	32

Field name	Brief Field Description	Student Data File	ENROL	Roll Return form	Page
MODE OF INSTRUCTION SUBJECTS	Predominant mode of curriculum delivery of each subject being studied	✓	X	X	-
NON-NQF QUAL	Highest Secondary School Attainment in Non-NQF Qualifications	✓	X	X	39
NQF QUAL	Highest NQF secondary school attainment of a student on leaving school	✓	X	X	39
NSN	Student's National Student Number	✓	✓	X	33
ORRS	Level of resources required for students identified in the Ongoing and Reviewable Resourcing Scheme	✓	✓	X	34
PACIFIC MEDIUM – LANGUAGE	Particular Pacific Island Language in which immersion or bilingual education is provided	✓	X	✓	35
PACIFIC MEDIUM – LEVEL	The highest Level of Pacific Language Learning the student is involved in	✓	X	✓	35
POST-SCHOOL ACTIVITY	Activity reported for students permanently leaving school	✓	✓	X	38
PREVIOUS SCHOOL	Previous School of Year 7 and Year 9 students	✓	✓	X	37
PRIVACY INDICATOR	Indicates that the student address is suppressed due to privacy reasons	✓	✓	X	37
REASON	Student's reason for leaving their present school	✓	✓	X	37
SCHOOL ID	School Profile Number	✓	✓	X	38
SERIAL NUMBER	Verification document serial number	✓	✓	X	25
STUDENT ID	Student's ID Number	✓	X	X	41
STUDENT TYPE	Student Type for funding purposes	✓	Derived	✓	42
SUBJECTS	Subjects being studied at secondary school level	✓	X	✓	40
SURNAME	Student's legal surname	✓	✓	X	41
TUITION FEE	Tuition Fee paid by international students specifically International Fee payers (FF)	✓	✓	X	50
TUITION WEEKS	Number of weeks International students are enrolled	✓	Derived	X	51
UE	University Entrance	✓	X	X	39
VERIFICATION DOCUMENT	Document used to verify the students name, DoB and eligibility status	✓	✓	X	24
ZONING STATUS	Indication of whether the student resided in or out of the School Zone at date of first attendance at the school	✓	X	X	54

Address

Why do we collect this?

Student address data is used to identify school catchment area. This assists schools and the Ministry with short term planning (roll growth classrooms and enrolment schemes), medium and long term planning (roll projection guides, proportions of school type and market share, capacity of the network, future property provision), transport issues and for the legislative requirements of enrolment schemes.

Collect Residential address

It is vital that a student's residential address is collected at the time of enrolment and kept up-to-date. Your SMS will have a field for residential address and for postal address. Please make sure there is no PO box or Private Bag addresses in the residential address field.

Board of Trustees - Insert C

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.

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.

Note: The Insert C will not be provided in March as the elections are happening over this period.

Format of the Insert C

Your pre-populated Insert C will be provided with the Roll Return form.

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).
- Update the Chairperson's address, phone and email address.

Country of citizenship

What we collect This information is captured in ENROL and your SMS. 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 Education Counts website www.educationcounts.govt.nz/goto/codesets

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, First schooling, First & Last Attendance)

Date of birth This is the date of birth as listed on the student's passport or birth certificate.

First schooling 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 Funding Year Level for primary students and therefore must be recorded even if the student first started schooling at a different school.

This date is also used to determine Current Year Level in ENROL but can be manually changed by the school.

Where the First schooling 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.

First schooling date applies to students up to Year 8. It is not compulsory for secondary school students.

First attendance date This is the date of first attendance at your school.

There are three 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
- A student starts their schooling at your school so their first attendance date is the same as their first schooling date.

The First Attendance 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.

Last attendance date When a student leaves your school, the date of last attendance for tuition is to be recorded.

This date is used to determine which students count on the Roll Returns and, depending on the reason for leaving and year level, the school leaver data.

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 Kōhanga 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.

Reporting the data in ENROL and your SMS This information is collected in ENROL for new entrants. You will still need to enter this information into your SMS for new entrants.

Eligibility Criteria

Why do we collect this? You need to be aware of your legal obligations when enrolling students and are sure that a student is eligible to enrol in a NZ school. The eligibility (domestic or international) status of each student needs to be correctly determined and relevant documentation should be retained. Schools need to collect this information for all new enrolments in ENROL.

Establishing Eligibility Below is the list of the different eligibility options for students. You need to establish which one applies to each of your new students as they enrol.

Eligibility Criteria	Eligibility Status
NZ citizen (incl. Tokelau, the Cook Is., Niue)	Domestic Student
Australian Citizen	
NZ resident	
Dependent of a valid Work Permit Holder	
Dependent of NZ citizen with citizenship application	
Dependent of NZ resident with residency application	
Dependent of person on Government approved exchange scheme	
Dependent of enrolled international PhD student	
Dependent of Commonwealth Scholarship Holder	
Dependent of Diplomat or Consular Official	
Dependent of ex-Diplomat or ex-Consular Official	
Dependent of NZAID scholarship holder	
Dependent of Member of a visiting force (or civilian component)	
Dependent of scientific programme or Antarctic expedition member	
Entered NZ for adoption	
Holder of Limited Purpose Permit	
Refugee claimant or dependent of one	International Student
International in CYF care	
Student on Government approved exchange scheme	
International Fee Paying	International Student
28 Day Waiver (Calendar days)	
Extended 28 Day Waiver	

Eligibility Verification Documentation The document provided by the parent/caregiver when the student is enrolled at your school, which is used to verify the students name, date of birth and eligibility status. The full list of documents is available in circular 2009/01.

Continued on next page

Eligibility Criteria, continued

What documentation should be retained? When processing enrolment applications you need to take a copy of all relevant documents. However, if the student is eligible as a NZ citizen, NZ resident or Australian citizen, you only need to do this if you are the first NZ school to enrol the student.

If the student is not enrolled as a NZ citizen, NZ resident or Australian citizen there will be an expiry date on documentation. You will need to:

- note expiry dates;
- ensure requests for Student Visa/Student Permit renewals are sent to Immigration NZ at least four weeks before an existing permit or visa expires; and
- retain a copy of any updated documentation.

Verification Document Serial Number The serial number on the document used to verify the students eligibility status. This provides proof that the documentation has been witnessed by the school administrator.

Circular The circular 2009/01 has the full description of Eligibility for enrolment in NZ schools. It explains what domestic and international students are and what documentation they need to provide to establish eligibility.

It can be accessed on the Ministry of Education website:
www.minedu.govt.nz/circulars

Ethnicity

Why do we collect this?

Ethnicity is a key social descriptor used with other topics in describing the New Zealand population. This information is used to monitor the participation, retention and achievement of different ethnic groups in New Zealand.

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.

Warning

Do not confuse ethnicity with country of citizenship.

Ethnic groups for Roll Returns

Your SMS will allow for up to 3 ethnicities. It will prioritise (according to the table on the next page) them to display the ranked ethnicity for you in the printed Roll Return tables.

If you complete the form by hand you need 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

Ethnicity, continued

Ethnic group for Roll Returns 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.

Your SMS will determine which ethnic group to report for a particular student. If you complete the form by hand 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.

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

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.

Step	Action
1	Add together class contact hours
2	Divide by 20
3	Round to one decimal place

How to add up FTE totals

To complete the FTE for the Roll Return tables, the FTEs of part-time regular students with the same Funding 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. 3×0.2). 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.

How to record in ENROL

If a student has an FTE of less than 1 you will need to tick the part-time flag in ENROL.

Gender

Gender A student is identified as either male or female.

Hours per year

Applies to secondary subjects

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.

Iwi affiliation

Why do we collect this?

Iwi authorities and rūnanga 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. However Schools with an SMS provide a student data file to the Data Collection Unit. This data has proved a rich source of information for the Ministry and Iwi.

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:

Does the student have an affiliation with an(y) Iwi?	If 'YES' please complete details below
Please enter the name(s) of the student's Iwi where the student identifies as belonging to one – or as many as three Iwi. If the student has an Iwi affiliation, but does not know the name of their Iwi, please enter 'Don't know'.	Iwi: Rohe (Iwi home area): Iwi: Rohe (Iwi home area): Iwi: Rohe (Iwi home area):

Iwi affiliation code list

The classification list is available on the Education Counts website www.educationcounts.govt.nz/goto/codesets

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 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

Kura Tuakana

Schools which are Kura Tuakana to Kura Teina will receive a supplementary form 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

The principal 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.

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
-

How to record in ENROL

The Kura Tuakana will need to identify all their Kura Teina students by ticking the box 'attending off site' then the box unit type will appear – you need to select 'Kura Teina' and put in the begin date.

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:

Samoan	French
Cook Island Maori	German
Tongan	Japanese
Niuean	Spanish
Fijian	Russian
Tokelauan	Chinese languages
Other Pacific languages	Indonesian
	Other languages

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.

Māori Language Learning

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. Māori language learning has three degrees of involvement which are detailed below.

Māori-medium The whole curriculum is delivered either:

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

This covers four levels.

Level	Curriculum is taught in Māori
1	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
2	51– 80% of total time, i.e. for more than 12.5 and up to 20 hours per week
3	31–50% of total time, i.e. for more than 7.5 and up to 12.5 hours per week
4a	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).

Te Reo Māori Students learn Māori language as a separate subject.

This covers two levels.

Level	Te Reo Māori is taught as a separate subject for:
4b	At least 3 hours per week
5	Less than 3 hours per week

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, not the total number of students involved in the programme for the whole year.

Continued on next page

Māori Language Learning, continued

Taha Māori Students learn Māori songs, greetings and simple words.
This covers just one level.

Level	Description
6	Māori songs, greetings and simple words

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.

Excluded students The Māori-medium education table now excludes International fee paying students. They are no longer eligible for Māori language funding.

National Student Number (NSN)

What is it? The National Student Number (NSN) is the unique identification number given to every student in New Zealand schools. The NSN will ensure a student can better monitor their own education history and make it easier for the education sector to manage and share information about students in a way that protects their privacy.

The NSN will allow the Ministry of Education to uniquely identify students and undertake longitudinal studies.

What is collected? The NSNs are stored in database known as the National Student Index. It contains only basic information about students:

- name
- date of birth
- residential status
- gender

The system **does not** include details about academic results or information about where students live.

Using NSNs in the school's SMS You can import the NSNs from ENROL into your SMS. The NSN becomes a data element within the SMS record for each student, along with a school's own unique identifier or the SMS generated student number.

Off-site classes and units

What is collected? This question applies to State and State Integrated schools only. 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.

This is a unit run by your school that is separate to your mainstream classes. It does not include students from your school who go to another school or unit run by an organisation for a special class – i.e. Technology classes at the local College.

What are off-site learning centres? 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 school until the end of the year in which they turn 21. Special needs students have their ORRS status recorded this will ensure that they can be included on the SMS Roll Return.

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 Maori
 - 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.

Level	Curriculum is taught in the specified Pacific language:
1	81–100% of total time, i.e. for more than 20 and up to 25 hours per week
2	51–80% of total time, i.e. for more than 12.5 and up to 20 hours per week
3	31–50% of total time, i.e. for more than 7.5 and up to 12.5 hours per week
4	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)

Peak rolls

What is collected? This question applies to composite state and state integrated schools only. We collect information on the peak roll for the previous year and the month in which this peak roll was reached using ENROL data. 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 help 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.

When to predict for All schools are asked to predict their regular student rolls for the next March and to estimate their March 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. You don't need to state the number of Māori students included in the total at each level, you just state the total numbers for each level.

Estimated New Entrants Primary, Composite and Special schools are asked in July what their estimated New Entrant enrolments from 1 March – 1 October the following year will be. This is to improve the accuracy of the Ministry's estimate for roll growth (new entrants) for the school year and resource appropriately.

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.

How is the data collected? This information is now captured in ENROL for all students.
Schools will still need to record a student's previous school in their SMS as part of their enrolment procedures.

Privacy Indicator

When is this used? This indicator will identify the students who have not provided their address details in the student data file for privacy reasons. If the students Surname needs to be withheld, please contact the Data Collection Unit.

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. You will need to record this information in both your SMS and ENROL.

This data is used to determine which students count on the school leaver tables. These tables report students who have permanently left the schooling system in the last year up until the March roll return count date.

The reason must be from one of the following:

Code	Description
S	Transferred to another school in New Zealand
O	Gone overseas
D	Deceased
L	End of Schooling
E	Granted early exemption (applies to those under 16 years)
X	Expulsion
K	Exclusion (applies to those under 16 years)
C	Continuous Absence
H	Transferred to home-schooling

School leavers The types of students that are collected and counted as leavers and reported externally include the following: Domestic fulltime*, regular and regular adult students. *This doesn't not include Alternative Education Students.

The category leaving school permanently applies to reason codes: L, O, D, X, E. Students leaving school permanently (except code D) must provide a Post School Activity. From 2009 we will be able to retrieve most school leaver information from ENROL.

Continued on next page

Reason for Leaving, continued

Post School Activity The Ministry and schools are seeking more accurate information on student's post-school activities. Please record what the student has indicated as their intended activity on leaving school.

Code	Description
10	Further education or training
11	Employment and further education/training
12	Employment
13	Other
88	Unknown

Funding 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, will be counted for statistical purposes as school leavers in the previous year and should be reported in their Funding Year Level as at the previous year.

SMSs will either adjust these school leavers' Funding 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. You are also asked to specify which of these students have high or very high ORRS and need mobility assistance.

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 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 56.

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.

These attainment codes are listed in Appendix B, on page 57.

University Entrance 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 58.

Ranking NQF and Non-NQF Attainment Appendix D, on page 59, 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.

What will be collected and how From 2009 the Ministry will be using ENROL to identify all school leavers and working with NZQA to establish the School Leaver Academic Attainment. However, it is still important that you maintain your SMS with the attainment of your students, as this will be included in the .MOE file which is sent to us as a further means of improving the quality of the data we collect from schools.

Secondary subjects

How and why are secondary subjects collected?

Details on secondary subjects are used on the education counts website. This data is collected in the following way:

- 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 29) is collected for subjects studied for 20 or more hours per year
 - Each subject has a level of study (Instructional Year Level – refer page 54) associated with it to indicate the class level at which it is generally studied. The Instructional Year Level may differ from the student’s Funding 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 for each timetabled subject should be left blank in your SMS.

Subject mapping

SMSs incorporate a mechanism where by 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, Instructional Year Level and hours per year. The appropriate Ministry code for the selected subject, along with the selected Instructional Year Level 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 60.

Student ID

Definition This is a number allocated to a student by your SMS.

Student name

Legal student name The legal surname, first name and middle names as specified on their birth certificate or passport are essential.

Preferred student name Preferred surname and first name are to be included if the student is known by a name other than their legal name

Why is this collected? Student names are not collected in the Roll Return form. They are however collected in the student data file (moe file) that is sent to the Ministry.

Student name data is used in data quality work with ENROL and students are allocated an NSN. It is important to ensure that the student's correct full legal name is entered into your SMS in the legal name field.

Student type

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. an international fee-paying student who is also an adult student is coded and counted as an international fee-paying student.

More detailed descriptions of all student types follow.

Code	Student type
FF	International Fee-paying Student
FE	NZAID-funded Student (removed)
EX	International Exchange Student
RE	Regular Student
KT	Kura Teina Student
AE	Alternative Education Student (N/A in Year 1–8 levels)
AD	Returning Adult Student (N/A in Year 1–8 levels)
RA	Adult Student (N/A in Year 1–8 levels)
EM	External Student
SA	Satellite Class Student
NA	Not Attending
SF	Separately Funded

International Fee-paying Student (FF) An international student who meets full tuition costs on their own or from funds provided to them by sponsors.

NZAID-funded Student (was FE – now RE) Dependant children of a NZAID scholarship holder sponsored by the New Zealand Agency for International Development (NZAID) are to be treated as Domestic students in New Zealand schools. This means most of them will be changed from student type FE to RE from 2009. You can view more here:

www.edgazette.govt.nz keyword search: NZAID Dependent (issue no 17)

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

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

Continued on next page

Student type, continued

Codes for exchange schemes

International exchange students need to be identified in the international 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:

Code	Exchange Scheme
01	AFS Intercultural Programmes NZ Inc
02	ARK International Educational Travel & Exchange
03	ASSE NZ
04	EF Foundation
05	IGO International Ltd
06	Kiwiana Exchange (NZ) – code removed from 2009
07	NZ/German Student Exchange
08	NZ Institute Of International Understanding
09	Rotary International New Zealand
10	STS High School Foundation
11	YFU New Zealand Inc
12	World Youth Service Society (WYSS)
13	NZ / France Student Exchange - new for 2010
Code	Approved School to School Exchange
99	NZ School has a partner school in another country which is approved by the NZ government.

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: International fee-paying students, alternative education students and adult students.

Continued on next page

Student type, continued

Kura Teina Student (KT) A student who attends a Kura Teina needs to be coded correctly in the SMS and in ENROL.

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 Return of the Kura Tuakana.

Note: If the Kura Teina uses a SMS 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 30.

Alternative Education Student (AE)

A student who is enrolled in an Alternative Education programme (these are only available at Secondary level) needs to be coded correctly in the SMS and in ENROL.

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 a Funding 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 15.

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 15.

External Student (EM)

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.

Continued on next page

Student type, continued

Satellite Class Student (SA) Some schools host a special school satellite class for students with special needs. Satellite class students count on the roll of the special school and are therefore excluded from the Roll Return of the school where the satellite class is situated.

Not Attending (NA) 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.

Separately Funded (SF) A student in a separately funded unit and therefore excluded from the roll count.

Teacher losses - Insert E

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.

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.

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.

Teen Parent Unit

Teen Parent Unit host schools

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. TPU students need to be coded correctly in the SMS and in ENROL.

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
-

Completing the supplementary form

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

SMSs will allow you to use the TPU student type codes. You can run a report of this information from your SMS to help you complete the tables in the TPU Roll Return.

Students to include on the supplementary form

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 absent following the birth of a child

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, continued

Resourcing of TPUs

Teen Parent Units will be resourced on their maximum rolls. However, 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 TPREAM along with its regular students

- students coded TPRAOM and TPAD along with its adult students.

Continued on next page

Teen Parent Unit, continued

Student Type	SMS Code	Definition and Description	Where counted
Teen Parent Eligible and Enrolled Regular Student	TPRE	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). These students may continue to be enrolled in the TPU after the end of the year in which they reach age 19. 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.	TPU Form only
Teen Parent Eligible and Enrolled Regular Adult Student	TPRAE	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.	TPU Form only
Teen Parent Regular Student Over Maximum roll	TPREOM	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.	Host school form (for Resourcing) and 'Other Students' and 'Total' tables on TPU form
Teen Parent Regular Adult Student Over Maximum roll	TPRAOM	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.	Host school form (for Resourcing) and 'Other Students' and 'Total' tables on TPU form
Returning Adult Student attending Teen Parent Unit	TPAD	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.	Host school form (for Resourcing) and 'Other Students' and 'Total' tables on TPU form

Tuition Fee (for International Students)

Why do we collect this? This information will be used to calculate the Export Education Levy for international fee-paying students.

International student data collection From 2009 the International Student Levy will be calculated using data from ENROL. Schools will have the levy deducted from their Operating Grant on a Trimester basis (i.e. three times a year).

The funding system will calculate the number of tuition weeks that each international fee-paying student has been enrolled in that period and multiply by the weekly tuition fee that has been entered into ENROL for that student.

Trimester	Dates	Deducted from school operation grant instalment
Trimester 1	2 February to 30 April	July
Trimester 2	1 May to 31 July	October
Trimester 3	1 August to the end of the school year	January

What is to be reported? In your SMS students need:

- This weekly tuition fee charged (excluding GST)
- Schools providing scholarships to international students must still report the full tuition costs

In ENROL students need:

- The weekly tuition fee charged (excluding GST)

The amount must be entered in New Zealand dollars.

Export Education Levy The Export Education Levy is payable for all international 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.

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 www.minedu.govt.nz/goto/resourcinghandbook

Enquiries Ron Ross, Administrator International Student Levies
Ministry of Education, National Office, Private Box 1666, Wellington, telephone (04) 463 8073, facsimile (04) 499 4532
or email ronald.ross@minedu.govt.nz

Tuition weeks (for International Students)

Tuition weeks This applies to International fee-paying students.
This is to collect the number of weeks an international student is enrolled for.

Why do we collect this? The Tuition Weeks field is used to calculate the international student levy for state schools. The levy is calculated by multiplying the number of weeks by \$10.77 for Secondary, Composite and Special schools. Tuition Weeks is also used to calculate the fulltime equivalent of international students for school types.

Year Levels (Current, Funding and Instructional)

What are the different Year Levels for? The Ministry uses a system of funding students based on how many years of education they have had. There is also a need to identify the current Year Level that a student is studying at for ENROL. The instructional Year Level is the level that a student is studying a particular subject at as they may not study all their subjects at the same level.

Current Year Level

Current Year Level The Current Year Level (CYL) covers Year 1 to Year 13.
Your school must determine the Current Year Level of each student. Current Year Level is recorded in your SMS and in ENROL. These systems will automatically increase the CYL by one at the start of each year. Schools can reset the year level for any student if necessary.

Funding Year Level

Funding Year Level In the past there has been confusion between:

- Year Level as required for Roll Returns; and
- Year Level as a way of allocating a class or academic level for a student within the school (current year level).

To prevent further confusion, Year Levels in the Roll Return context will be known as Funding Year Level.

Definition Funding Year Level measures the number of years of schooling a student has enrolled for. 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.

Continued on next page

Funding Year Level, continued

What it is not Funding Year Level is not a measure of a student’s academic level. Where a student fits academically is at the principal’s discretion. Thus a student’s Current Year Level may be different from his/her Funding Year Level.

Misconceptions Funding 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.

Calculating Funding Year Level Funding Year Level for most students is based on the date they first ever began schooling. This is their First schooling date (Refer to page 19).
Follow these steps to determine a student’s Funding Year Level.

Step	Action						
1	Check the student’s First schooling date – i.e. the date s/he started school for the very first time.						
2	Use this date to calculate the Funding Year Level. <table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="background-color: #cccccc;">If...</th> <th style="background-color: #cccccc;">Then Funding Year is</th> </tr> </thead> <tbody> <tr> <td>First schooling date is on or before 1 July</td> <td style="text-align: center;">1</td> </tr> <tr> <td>First schooling date is after 1 July</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	If...	Then Funding Year is	First schooling date is on or before 1 July	1	First schooling date is after 1 July	0
If...	Then Funding Year is						
First schooling date is on or before 1 July	1						
First schooling date is after 1 July	0						
3	The student retains this Funding Year for the rest of the calendar year.						
4	In January of the next year every student’s Funding Year increases by one.						

Examples of Funding Year Level calculation **Example 1:** Tim started school for the first time on 15 May 2008. His Funding Year was Year 1 for the rest of 2008. In January 2009 he went up to Year 2. In all of 2010 he will be in Year 3.

Example 2: Aroha started school for the first time on 2 July 2008. Her Funding Year was Year 0 for the rest of 2008. In January 2009 she went up to Year 1. In all of 2010 she will be in Year 2.

Example 3: Susan transferred to this school from another school on 10 August 2009. Her First schooling date (at her previous school) was 5 June 2007. Therefore in 2010 her Funding Year is Year 4, having started school for the very first time as a Year 1 in 2007.

Example of incorrect calculation: Susan (above) started at this school on 10 August 2009. If using her First Attendance date (at this school) instead of her First schooling date (at her previous school), she would register as Funding Year Level 1 in 2010. This is not correct.

Continued on next page

Funding Year Level, continued

How SMSs calculate Funding Year Level

SMSs calculate a student's Funding Year Level from the First schooling 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.

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 Funding Year Level as the majority of students of the same age.

Re-setting Funding Year Level

The Funding 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 must have their Funding 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.
-

Funding Year Level for School Leavers

Students, who attend school for a brief period at the beginning of the year (and who have had their Funding Year Level incremented) and then leave before 1 March, must have their Funding 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 data.

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 Funding Year Level 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 Funding Year Level corresponding to the level at which the majority of their subjects are being taken.

Instructional Year Level

Instructional Year Level (secondary subjects)

Each subject has a level of study, known as an Instructional Year Level, associated with it to indicate the class level at which it is generally studied.

The Instructional Year Level may differ from a student's Funding Year Level. For example, a Year 13 student studying Science at NCEA Level 1 is to be recorded under Instructional Year 11.

Year	Instructional Year Level	What subjects to include
Y7	ZN07	Not currently collected in the Roll Return
Y8	ZN08	Not currently collected in the Roll Return
Y9	ZN09	Include all the subjects being studied at this level
Y10	ZN10	Include all the subjects being studied at this level
		Include all subjects being studied at these levels such as
Y11	ZN11	NCEA Level 1 Other National Certificate Level 1 Locally developed Year 11 subjects Other year 11 curriculum such as ACE, IB or Cambridge exams
Y12	ZN12	NCEA Level 2 Other National Certificate Level 2 Locally developed Year 12 subjects Other year 12 curriculum such as ACE, IB or Cambridge exams
Y13	ZN13	NCEA Level 3 Other National Certificate Level 3 Locally developed Year 13 subjects Other year 13 curriculum such as ACE, IB or Cambridge exams
Advanced	ZNAD	New Zealand Scholarship Other National Certificate Level 4 Note: On Roll Return forms and computer-generated tables, students studying at the Instructional Year Level Advanced level must be counted with those in Instructional Year Level Y13.

Zoning status

Definition

Zoning status applies to state (non-integrated) schools only.

In a school that 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. The exception to this is if the student re-enrols at your school after attending another school, the date and zoning status of the re-enrolment will become the new date and status of first attendance.

Continued on next page

Zoning status, continued

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 should be aware if your school has a Ministry-approved enrolment scheme. If you are in any doubt, contact your local office or refer to www.schoolzones.co.nz
Private schools do not have Ministry-approved enrolment schemes.

Enrolment scheme vs. Zoning If you are a Kura Kaupapa Māori, designated character school, special school or a state integrated school, you may have an approved enrolment scheme but you will not have a zoning component. Therefore you do not need to provide information about your 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 or re-enrolment after the student has left the school and returned again
- Out of zone – student resides outside of the school's zone on the date of first attendance or re-enrolment after the student has left the school and returned again. 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 international fee-paying students and students attending your school but enrolled elsewhere
- Students that are boarding at the school hostel.

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

More information You can find more information at www.minedu.govt.nz/goto/enrolmentschemes

Appendices

Appendix A – NQF Attainment Codes

Codes for NQF Qualifications The list below shows Secondary Attainment for NQF qualifications and how they are aggregated for the school leaver collection.

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

Appendix B – Non-NQF Qualification codes

Codes for non-NQF Qualifications

The following secondary attainment codes for non-NQF qualifications.

Code	Meaning
60	International Baccalaureate (prep year) Year 11
61	International Baccalaureate Year 12
62	International Baccalaureate Year 13
70	Cambridge International Exams Year 11
71	Cambridge International Exams Year 12
72	Cambridge International Exams Year 13
80	Accelerated Christian Education Year 11
81	Accelerated Christian Education Year 12
82	Accelerated Christian Education Year 13
90	Other Overseas Awards Year 11
91	Other Overseas Awards Year 12
92	Other Overseas Awards Year 13
00	No formal Attainment

Appendix C – University Entrance Qualifications

New Zealand University Entrance University Entrance as set by NZQA is listed below.

Qualification	Level achieved	Equivalent
NZ University Entrance	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 Pāngarau plus 8 NQF credits at level 2 or higher in English or Te Reo Māori	University Entrance

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

Qualification	Level achieved	Equivalent
Accelerated Christian Education Certificate	Year 13: 29+ credits achieved	University Entrance
Cambridge International Exams	Year 13: Minimum of 120 points in A or AS levels and 3+ subject passes Minimum grade D+ with literacy and numeracy standards	University Entrance
International Baccalaureate Diploma (2-year course)	Year 13: 24 points minimum	University Entrance, 6 subjects

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.

Example: If the higher attainment is a Cambridge International award then this is how the student is reported in the school leaver data.

Highest Attainment Code	Attainment Classification
43	National Certificate at Level 4
40	NZ Scholarship award (3+ scholarship subjects)
34	NCEA Level 3
33	Other Level 3 NQF Qualification
62, 72, 82, 92	International Baccalaureate Year 13 or Cambridge International Exams Year 13 or Accelerated Christian Education Year 13 or Other Overseas Award Year 13
56	30+ Credits at Level 3 or above
24	NCEA Level 2
04	Other Level 2 NQF Qualification
61, 71, 81, 91	International Baccalaureate Year 12 or Cambridge International Exams Year 12 or Accelerated Christian Education Year 12 or Other Overseas Awards Year 12
55	30+ Credits at Level 2 or above
14	NCEA Level 1
13	Other Level 1 NQF Qualification
54	40+ Credits at any Level including Level 1 literacy and numeracy credits
53	40+ Credits at any Level without Level 1 literacy and numeracy credits
60, 70, 80, 90	International Baccalaureate (prep year) Year 11 or Cambridge International Exams Year 11 or Accelerated Christian Education Year 11 or Other Overseas Awards Year 11
52	14–39 Credits at any Level including Level 1 literacy and numeracy credits
51	14–39 Credits at any Level without Level 1 literacy and numeracy credits
30	1–13 Credits at Level 3 NCEA
20	1–13 Credits at Level 2 NCEA
10	1–13 Credits at Level 1 NCEA
00	No Formal Attainment

Appendix E – Secondary subject codes

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

Continued on next page

Appendix E – Secondary subject code, continued

Subject	Code	Subject	Code
Health & Physical Education/Hauora		Other (continued)	
Health & Physical Education	HEPH	Forestry	FOTY
Health	HEED	Industrial Trades (e.g. Automotive, Electrical, Electronic)	INTR
Home Economics	HOME	Legal/Law-related studies	LAWS
Outdoor Education	OUED	Life skills/Personal Development	LIFE
Physical Education	PHED	Religious Education/Studies	REST
Sports Studies	SPOR	Remedial Studies	REMS
		Service Trades (e.g. Hairdressing, Chef)	SETR
Other		Special Needs Programme	SPPR
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

Roll Returns Help

For further information about:

- completing your Roll Return
- assistance with developing an enrolment form for your school

please contact:



Andrea Jones	
 Mail	Data Collection Unit Ministry of Education P O Box 1666 Wellington
	 Phone 04 463 8070
	 Fax: 04 463 8088
	 Email school.returns@minedu.govt.nz

Other Help

For further information about:

- funding or staffing entitlements
- e-admin/LeadSpace access
- ENROL

please contact:

Contact Centre	
 Phone 04 463 8383	 Email e.admin@minedu.govt.nz

About SMSs

Schools using an SMS should contact their SMS suppliers if they experience any difficulties using their software.

Roll Return Links	Documents at this website
www.educationcounts.govt.nz/goto/data-collections	Roll Return Guidelines 2010 March Roll Returns July Roll Returns Code Sets School numbers and names
Other Links	
www.minedu.govt.nz/Circulars	Education circulars
www.minedu.govt.nz/goto/resourcinghandbook	Resourcing handbook
www.minedu.govt.nz/goto/sms	Information on SMS project initiatives
www.educationcounts.govt.nz/goto/smsrollreturns	SMS Roll Return manual
www.minedu.govt.nz/goto/enrol	ENROL help and FAQ's

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