

**Te Mana
Whakamaru
Tamariki
Motuhake**

Independent
Children's
Monitor



**Appendices - Experiences of Care in
Aotearoa: Agency Compliance with the
National Care Standards and Related
Matters Regulations**

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Appendix 1: The Monitor's Outcomes Framework

The Monitor's Outcomes Framework (the Framework) on the next page represents our perspective of what matters for tamariki, rangatahi and whānau in care, now and into the future. We use the Framework to measure what outcomes, related to the NCS Regulations, tamariki and rangatahi are experiencing.

Read more about the Framework on the next page

Outcomes Framework for the Independent Children’s Monitor

Overview of the Outcomes Framework

The Outcomes Framework (the Framework) represents the Monitor’s perspective of what matters for tamariki, rangatahi and whānau in the Oranga Tamariki system, now and into the future. It will initially be used to measure outcomes for tamariki and rangatahi in relation to the delivery of the National Care Standards Regulations.

The Framework provides:

- assurance that tamariki and rangatahi in the care and custody of the state are being appropriately cared for against the NCS Regulations
- an indication that positive outcomes for tamariki, rangatahi and whānau wellbeing are being achieved.

The Monitor has taken an outcomes-based approach and holistic te ao Māori lens towards the development of the Framework. It draws upon the Government’s six wellbeing outcomes from the Child and Youth Wellbeing Strategy and incorporates key dimensions from the Whānau Ora Outcomes Framework and the Oranga Tamariki Outcomes Framework.

The development of the Framework has also been informed by the Monitor’s recent series of regional hui with Māori communities, as well as Māori and child-youth centred models including:

- Unicef’s Te Hiringa Tamariki: A wellbeing model for tamariki Māori
- Te Puni Kōkiri’s Rangatahi Suicide Prevention Fund
- Tā Mason Durie’s Te Whare Tapa Whā model of health
- the Office of the Children’s Commissioner’s Mana Mokopuna Approach.

The Framework is strengths-based, taking a positive youth development approach. It is focused towards building on the strengths of Māori and incorporates notions of responsibility and reciprocity to help ensure tamariki, rangatahi and whānau are active participants. It is whānau-Centred and reflective of the diverse realities of Māori. The Framework is designed to be inclusive and encompasses the diversity of culture and ethnicity of all participants in the Oranga Tamariki system.

The Framework includes six outcomes, each with principles setting out a high-level definition and indicators that track towards wellbeing. A set of measures is in development for each outcome focused initially on measures to monitor the NCS Regulations.

Outcomes

 <p>Whanaungatanga</p>	<p>Tamariki and rangatahi have strong, healthy and positive relationships and connections with their family, whānau, hapū, iwi and people around them.</p>
 <p>Rangatiratanga</p>	<p>Tamariki and rangatahi, alongside their whānau, are involved, empowered and supported to become self-determining, and leaders in their own lives.</p>
 <p>Aroha</p>	<p>Tamariki and rangatahi feel loved, supported, safe and cared for and are capable of receiving kindness through love and giving love to others.</p>
 <p>Manaakitanga</p>	<p>Tamariki and rangatahi have positive reciprocal relationships where they feel (as well as show) genuine care, generosity and respect for themselves and others.</p>
 <p>Kaitiakitanga</p>	<p>Tamariki and rangatahi feel protected, and are kept safe by having all aspects of their wellbeing acknowledged, nurtured and supported.</p>
 <p>Mātauranga</p>	<p>Tamariki and rangatahi are learning and developing their skills and knowledge about themselves, their culture, their potential, their future, and their role/place in this world.</p>

Indicators

- Tamariki and rangatahi feel they are a valuable part of a family, whānau or group.
- Tamariki and rangatahi have meaningful relationships and friendships and feel connected to supportive social networks.
- Tamariki and rangatahi are connected to, and strong in, their culture, language, beliefs and identity, including whakapapa and tūrangawaewae.
- Whānau, hapū, iwi, caregivers, parents and families have the skills and knowledge, and access to resources, to provide quality care for tamariki and rangatahi.
- Whānau are actively making plans to transition their tamariki and rangatahi back to a stable home where their basic needs will be provided.

- Tamariki and rangatahi are willing participants and contribute positively in different environments.
- Tamariki, rangatahi and whānau are engaged and feel their voices, opinions and perspectives help to shape their plans, aspirations and pathways to success.
- Tamariki and rangatahi are engaged in and able to share their culture and cultural activities with others.
- Tamariki and rangatahi show strength and courage, and are positively building on their potential.
- Tamariki and rangatahi are open for others to support and help them to empower themselves.

- Tamariki and rangatahi are socially, emotionally, spiritually and physically safe from harm.
- Tamariki and rangatahi have everything they need to demonstrate reciprocity.
- Tamariki and rangatahi are able to share their views of what it means to be or feel loved.
- Family and whānau are well connected, supportive and involved in their child's wellbeing and transitioning out of care.
- Whānau are able to provide a stable and harm-free home environment.

- Tamariki, rangatahi and whānau are empowered and confident to ask for support when needed.
- Tamariki and rangatahi have access to people or services that are inclusive and supportive of diversity.
- Parents, caregivers and whānau have what they need to meet the needs of tamariki or rangatahi.
- People working with tamariki and rangatahi understand and address their needs.
- Tamariki and rangatahi experience and engage in safe, bully- and discrimination-free environments and surroundings.
- Tamariki and rangatahi have warm, stable, healthy and secure relationships between themselves and others.

- Tamariki, rangatahi and whānau have their health needs supported and maintained so they are able to be healthy in mind, body and spirit.
- Tamariki, rangatahi and whānau have access to people and services to help build self-esteem, resilience and sustain emotional wellbeing.
- Tamariki, rangatahi and whānau have access to the best possible health care to support their on-going hauora.
- Whānau are able to provide tamariki and rangatahi with regular access to nutritious food, and a warm and dry home.

- Tamariki and rangatahi are engaged in learning and meaningful daily activities.
- Tamariki, rangatahi and whānau are positively engaged in activities that support their holistic health and social-wellbeing.
- Tamariki and rangatahi have the social and emotional skills to communicate, navigate and transition into different stages of their lives.
- Tamariki and rangatahi are learning life-skills that show self-control and build self-confidence.
- Tamariki and rangatahi achieve a level of literacy and numeracy skills to their greatest potential.
- Tamariki, rangatahi and whānau have equitable access to learning and development opportunities.
- Tamariki and rangatahi Māori are able to navigate two cultures so that they can become more successful in both worlds.
- Tamariki and rangatahi are open and able to navigate different cultures.
- Tamariki and rangatahi have high expectations of themselves and others.

Appendix 2a: Open Home Foundation compliance with regulation 86(1)

NCS Regulation 86(1) requires the agencies to self-monitor their compliance with the NCS Regulations and self-improve.

This appendix provides information about the questions that Open Home Foundation *could* respond to. For each outcome in the Outcomes Framework, this appendix shows:

the measures used to assess compliance with the outcome

the question number related to each measure (the questions refer to the questions in the Request for self-monitoring information on the National Care Standards Regulations in Appendix 6)

the NCS Regulations that the measures are assessing

the source of data that Open Home Foundation used to answer the questions

the percentage of compliance with the measure

the number of tamariki and rangatahi that the performance relates to.

Abbreviations explained: OSCAR = Administrative database (OHF). CFA = Casefile analysis. CR = Case review. QPT = Quality Practice Tool. Surveys as described.

Open Home Foundation – NCS Regulation mapped to Manaakitanga

Question reference	Measures	Regulations	Data Source	Compliance	Total sample
1.1a(i)	Do tamariki have a current needs' assessment?	7 (1)	OSCAR	58%	93
1.1b(i)	Does the assessment include immediate needs?	7 (1)(a)	OSCAR	98%	54
1.1b(ii)	Does the assessment include long-term needs?	7 (1)(b)	OSCAR	100%	54
1.1c	How long after the tamariki came into care was a needs' assessment completed?	8	OSCAR	1 out of 1*	1
1.3a	Do tamariki have a plan to address identified needs?	18 (1)	OSCAR	100%	54
1.5c	Have the views of caregivers been taken into account in assessment and planning?	10 (2)(b)	OSCAR & Better Off Survey	98%	54
2.1a(i)	Is financial support provided promptly to meet needs?	30 (2), (3)(a)	OSCAR	100%	52
3.1a	Has information about the CREATE assessment and approval process been provided to prospective caregivers?	44 (2)(a)	OSCAR	95%	126
3.1c	Has information about the impact that caregiving may have on the household and their lives been provided to prospective caregivers?	44 (2)(c)	OSCAR	88%	126

3.1d	Has information about the availability of support, training and resources been provided to prospective caregivers?	44 (2)(d)	OSCAR	92%	126
3.1n	Has information been given to prospective caregivers on how they can make a complaint?	44 (2)(n)	OSCAR	91%	126
3.2c	Have caregivers attended training on NCS regulations?	44 (2)(d)	OSCAR	85%	125
3.4a(i)	Do caregivers have a support plan tailored to their needs?	58 (b)	OSCAR	65%	117
3.4a(ii)	Do caregivers have a support plan tailored to the needs of each tamariki in their care?	58 (a)	OSCAR	64%	117
3.5b	Are caregiver support plans being reviewed?	61 (1)	OSCAR	19%	90

* Who entered care in the reporting period

Better Off Survey results for five parents:

In response to the statement: "I am consulted about significant decisions in my child/children's lives" 4 out of 5 parents (when Open Home Foundation holds custody/guardianship) agreed or strongly agreed.¹²²

Open Home Foundation – NCS Regulation mapped to Whanaungatanga

Question reference	Measures	Regulations	Data Source	Compliance	Total sample
1.2a(i)	Does the needs assessment cover identity and cultural needs?	10 (1)(a)	OSCAR	100%	54
1.2a(ii)	Does the needs assessment cover maintain connections with their family, whanau, hapū, iwi and family group needs?	10 (1)(b)	OSCAR	100%	54

1.3a	Do tamariki have a current plan that takes into account identity, cultural, and connection needs?	18 (1)	OSCAR	100%	54
1.6a*	Have the needs for identity and culture, and connection and belonging been identified for tamariki Māori?	10 (1)(a)(b)	OSCAR & Better Off Survey	95%	22
1.6b*	Have connections and contact arrangements been identified for the important members of whānau, hapū and iwi?	20	OSCAR & Better Off Survey	95%	22
1.6c*	Are the needs for establishing, maintaining, or strengthening connections with those whānau, hapū and iwi been identified – and the steps that are required to meet that need?	12 (2)	OSCAR & Better Off Survey	91%	22
2.1a(i)	Is financial support provided promptly to meet identified culture and connection needs?	30 (2), (3)(a)	OSCAR & Better Off Survey	100%	52
3.1k	Has the need for connection with family, whānau, hapū, iwi and wider family group, and how this will be facilitated been provided to prospective caregivers?	44 (2)(k)	OSCAR	92%	116
3.1l	Has information on the rights of legal guardians and how these are to be preserved provided to prospective caregivers?	44 (2)(l)	OSCAR	92%	116

* Specific to results for 11 rangatahi Māori: tamariki Māori Better Off survey

- In response to 'I feel connected to my culture' – 7 out of 11 rangatahi Māori agreed or strongly agreed
- In response to 'I know my whakapapa' – 7 out of 11 rangatahi Māori agreed or strongly agreed
- In response to 'I have someone I can ask about my whānau, hapū and iwi' – 8 out of 11 rangatahi Māori agreed or strongly agreed
- In response to 'OHF helps me to have positive contact with my whānau' – 10 out of 11 rangatahi Māori agreed or strongly agreed.

Open Home Foundation – NCS Regulation mapped to Rangatiratanga

Question reference	Measures	Regulations	Data Source	Compliance	Total sample
1.1b(iii)	Do tamariki have a current assessment that includes their wishes, aspirations, and strengths?	10 (3)(a)	OSCAR	98%	52
1.3a	Does the plan address wishes, aspirations, and strengths of the tamariki?	18 (1)	OSCAR	100%	54
1.3b	Has the plan been given to tamariki and explained in a way that they understand relevant to their age, development, and any disability they may have?	24 (1)	Better Off Survey	17 out of 19	19*
1.5a	Have the views of tamariki been taken into account for both assessment and planning?	10 (2)(a)(i), 18(2)(a)	OSCAR & Better Off Survey	85%	54
1.5b	Have the views of family, whānau, hapū and iwi been taken into account for both assessment and planning?	10 (2)(a)(ii), 29(c), 18 (2)(b)	OSCAR & Better Off Survey	57%	54
2.1a(i)	Is financial support provided promptly in addressing wishes, aspirations, and strengths?	30 (2), (3)(a)	OSCAR & Better Off Survey	99%	88
2.2a	Are the parents, guardians, whānau, hapū, iwi and family group of tamariki given the opportunity to participate in important decisions that affect their tamariki?	31 (3)(e)	Better Off Survey	4 out of 5	5
2.2b	Are those participating member of the family kept informed of the progress and development of their tamariki on a regular basis?	31 (4)	Better Off Survey	4 out of 5	5

2.3f	Do tamariki get pocket money?	34 (2)(f)	OSCAR	98%	93
3.1h	Has information been provided to prospective caregivers on the primacy of tamariki best interests in decisions, and the importance of tamariki views and participation in those decisions?	44 (2)(h)	OSCAR	91%	126
3.1i	Has information been provided on what decisions caregivers and tamariki can and cannot make about day-to-day arrangements?	44 (2)(i)	OSCAR	92%	126
3.1m	Has information been provided to prospective caregivers on how tamariki can make a complaint?	44 (2)(m)	OSCAR	92%	126
4.3a	Is it explained to tamariki how they can participate in decisions about their care and how their views will inform decisions about them?	66 (d)	Better Off Survey	13 out of 19	19

* The number of individuals who answered this question in the Better Off Survey

Open Home Foundation – NCS Regulation mapped to Aroha

Question reference	Measures	Regulations	Data Source	Compliance	Total sample
1.2a(iii)	Does the needs assessment cover safety needs?	10 (1)(c)	OSCAR	100%	54
1.2a(x)	Does the needs assessment cover how often tamariki should be visited by a social worker?	10 (1)(j)	OSCAR	100%	54
1.3a	Do tamariki have a plan to address identified safety and visitation needs?	18 (1)	OSCAR	100%	54

1.4	Were tamariki visited by a social worker at the frequency detailed in their plan?	27 (1)	OSCAR	Fully 39% / Partially 61%	92
2.1a(i)	Is financial support provided promptly?	30 (2), (3)(a)	OSCAR	100%	52
2.1a(iii)	Is general support provided promptly to meet identified needs?	30 (2), (3)(a)	OSCAR	100%	53
3.1b	Have prospective caregivers been provided with information on the level of care expected and what will happen if it is not provided?	44 (2)(b)	OSCAR	92%	126
3.1e	Have prospective caregivers been provided with information on the importance of informing when there is a significant change in circumstances or household membership?	44 (2)(e)	OSCAR	92%	126
3.1g	Have prospective caregivers been provided with information on the appropriate behaviour management to be provided?	44 (2)(g)	OSCAR	79%	126
3.1j	Have prospective caregivers been provided with information on the rights of tamariki to keep a reasonable number and type of personal belongings?	44 (2)(j)	OSCAR	92%	126
3.2a	Have the assessment and approval processes been followed for all approved caregivers?	45, 49	OSCAR	Fully 65% / Partially 24%	126
3.2b	Are provisionally or not-yet-approved caregivers closely monitored where tamariki are in their care?	51 (6)	OSCAR	2 out of 3	3

3.2d	Were caregivers reviewed within 2 years from approval?	50 (1)	OSCAR	78%	95
4.6a	Are records maintained about the important life events for tamariki?	70	OSCAR	83%	54
4.8a	Have tamariki received information about their prospective caregivers and placement before being placed with them?	67 (1)(a)	OSCAR	56%	68
4.9a	Have all reports of concern of abuse or neglect for tamariki while in care been responded to?	69 (1)	OSCAR	All	11
4.9b	Was the response to reports of concern prompt?	69 (2)(a)	OSCAR	All	11
4.9c	Was the information about abuse allegation/s recorded and reported in a consistent manner?	69 (2)(b)	OSCAR	All	11
4.9d	Where appropriate, were tamariki informed of the outcome of the abuse allegation/s?	69 (2)(c)	OSCAR	8 out of 11	11
4.9e	Were required steps taken in response of this allegation for this tamariki?	69 (2)(d)	OSCAR	All	11

Open Home Foundation – NCS Regulation mapped to Kaitiakitanga

Question reference	Measures	Regulations	Data Source	Compliance	Total sample
1.2a(iv)	Are behavioural needs identified in the needs' assessment?	10 (1)(d)	OSCAR	98%	54
1.2a(vi)	Are emotional needs identified in the needs' assessment?	10 (1)(f)	OSCAR	98%	54

1.2a(viii)	Are health needs identified in the needs' assessment?	10 (1)(h)	OSCAR	98%	54
1.2a(ix)	Are disability needs identified in the needs' assessment?	10 (1)(i)	OSCAR	77%	30
1.2b	Is physical and emotional health and any drug or alcohol misuse covered in assessments and wellbeing screens?	13 (2)(c)	OSCAR	81% Fully / 17% Partially	54
1.3a	Does the current plan take into account health, behavioural, emotional and disability needs where identified?	18 (1)	OSCAR	100%	54
1.5d	Have the views of experts been taken into account for assessment and planning, as appropriate?	10 (2)(b)	OSCAR	83%	23
1.7b*	Have the needs related to any disability been identified?	10 (1)(i), 13(2)(a)	OSCAR	79%	29
2.1a(i)	Is financial support provided promptly to meet identified needs?	30 (2), (3)(a)	OSCAR	99%	88
2.1a(ii)	Is specialist service support provided promptly to meet identified needs?	30 (2), (3)(a)	OSCAR	100%	53
2.1a(iii)	Is general support provided promptly to meet identified needs?	30 (2), (3)(a)	OSCAR	100%	89
2.4a	Are tamariki enrolled with a primary health provider?	35 (1)(a)	OSCAR	99%	93
2.4b	Have tamariki had an annual health check?	35 (1)(b)	OSCAR	98%	64

2.4c	Have tamariki (over the age of two years) had an annual dental check?	35 (1)(d)	OSCAR	61%	89
3.1f	Has information about the effects of trauma on tamariki behaviour and development and available services been provided to prospective caregivers?	44 (2)(f)	OSCAR	63%	126

* Specific to tamariki with disabilities

Open Home Foundation – NCS Regulation mapped to Mātauranga

Question reference	Measures	Regulations	Data Source	Compliance	Total sample
1.2a(v)	Are play, recreation and community needs identified in the needs' assessment?	10 (1)(e)	OSCAR	100%	54
1.2a(vii)	Are educational or training needs identified in the needs' assessment?	10 (1)(g)	OSCAR	100%	54
1.3a	Is there a current plan that covers education and training needs?	18 (1)	OSCAR	100%	54
2.1a(i)	Is prompt financial support provided to meet education needs?	30 (2), (3)(a)	OSCAR & Better Off Survey	100%	52
2.5a	Are tamariki aged 1 – 5 years enrolled with an education provider, if in their best interests to be so?	36, 37	OSCAR	7 out of 8	8
2.5b	Are tamariki and rangatahi aged 6 – 15 years enrolled at a registered education provider?	38	OSCAR	100%	45

2.5d(i)	Are reasonable steps taken to support attendance including providing caregivers with information about the importance of attendance and their role in supporting this?	40 (2)(a)	OSCAR	100%	54
2.5e(i)	Is education equipment and materials provided to support tamariki education and training needs?	41 (1)(a)	OSCAR	100%	34
2.5e(ii)	Are payments made for education-related costs to support tamariki education and training needs?	41 (1)(b)	OSCAR	100%	46

Better Off survey results for 128 foster parents:

- *In response to 'OHF has provided me with the financial and practical resources I need to be able to provide successful care' – 103 out of 128 foster parents agreed or strongly agree*

Appendix 2b: Open Home Foundation non-compliance with NCS Regulation 86(1)

NCS Regulation 86(1) requires the agencies to self-monitor their compliance with the NCS Regulations and self-improve. When an agency does not collect information on measures related to the regulations, they are non-compliant with that regulation.

This appendix provides information about the questions that Open Home Foundation could not respond to. For each outcome in the Outcomes Framework, this appendix shows:

the measures we used to assess compliance with the outcome

the question number related to each measure (the questions refer to the question in the Request for self-monitoring information on the National Care Standards Regulations in Appendix 6) the NCS Regulations that the measures are assessing.

Open Home Foundation – NCS Regulations mapped to Manaakitanga

Question reference	Measures	Regulations
2.1b	Is support provided to establish, maintain, and strengthen important relationships where this has been identified in their plan?	31 (1)
2.3b	Are tamariki supported to develop peer and community relationships?	34 (2)(b)
2.3c	Are tamariki supported to participate in sporting activities?	34 (2)(c)
2.3d	Are tamariki supported to be involved in community and volunteering activities?	34 (2)(d)
2.4d	Are reasonable steps taken to ensure support and information is provided on healthy relationships?	35 (1)(e)
3.3a	Has information been provided to caregivers on their roles and responsibilities to meet the needs of tamariki?	57 (1)
3.3b	Has information been provided on roles and responsibility before the placement takes place or soon after?	57 (2)
3.3c(i)	Has a copy of any current plan been provided to caregivers?	57 (3)(a)
3.3c(ii)	Has information about why tamariki has come into care been provided to caregivers?	57 (3)(b)
3.3c(iii)	Has information been provided about tamariki needs, and any critical information relevant to their immediate needs?	57 (3)(c)
3.3c(x)	Has information about support available, relevant to providing care, been provided to caregivers?	57 (3)(j)
3.4b	Are caregivers supported to meet the needs of tamariki in their care?	62 (1)(a)
3.5a	Are caregivers being visited by a caregiver social worker to the frequency identified in their support plans?	60 (2)(c), 60 (3)

5.3b	Does the care transition planning consider if it is in tamariki best interests to re-establish or maintain a relationship with a previous caregiver?	74 (2)(h)
5.3b(i)	If so, is support arranged, to the appropriate extent, to re-establish or maintain this relationship?	74 (2)(h)
5.4b(iii)	For those transitioning to adulthood is an assessment of their knowledge of safe and positive relationships been supported?	75 (3)(b)(iii)

Open Home Foundation – NCS Regulations mapped to Whanaungatanga

Question reference	Measures	Regulations
2.1b	Is support provided to establish, maintain, and strengthen important relationships where this has been identified in their plan?	31 (1), (3)(a)
2.3c	Are tamariki supported to participate in cultural activities?	34 (1)(2)(c)
2.7a*	Is whakapapa whānau known for tamariki Māori?	s7AA 2(b)
2.7b*	Are important members of tamariki whānau, hapū and iwi given the opportunity to carry out their whanaungatanga responsibilities to meet needs of their tamariki?	31 (3)(d)
2.7c(i)*	Are there opportunities for tamariki to connect with whānau, hapū, iwi to attend special whānau events?	32 (2)(a)
2.7c(ii)*	Are there opportunities for tamariki to participate in activities and experiences relevant to their culture?	32 (2)(d)
2.7c(iii)*	Are there opportunities for tamariki to gain knowledge of their culture and identity?	32 (2)(b)
2.7c(iv)*	Are there opportunities for tamariki to connect with places of cultural relevance?	32 (2)(c)
3.3c(vi)	Has information about tamariki family, whānau, hapū, iwi, family group and cultural background been provided to caregivers?	57 (3)(f)

3.3c(viii)	Has information about ongoing planned contact with their family, whānau, hapū, iwi and family group and persons identified as important to, or for, the tamariki been provided to caregivers?	57 (3)(h)
3.6a*	Are caregivers provided with support to understand the importance for tamariki Māori establishing, maintaining, or strengthening relationships with their whānau, hapū and iwi?	63 (a)
3.6b*	Are caregivers provided with support to facilitate tamariki participation with whānau, hapū and iwi?	63 (c)
3.6c*	Are caregivers provided with support to promote the tamariki knowledge of whakapapa and the practice of whanaungatanga?	62 (1)(b)
3.6d*	Are caregivers provided with support to promote the identity and culture of tamariki in their care?	65 (a)
3.6f*	Are caregivers provided with support to enable tamariki to attend or participate in cultural events relevant to their culture and identity?	65 (c)
5.6a*	Does the transition planning support continuity of connection, participation, and resourcing to address cultural needs for tamariki Māori?	74 (1)
5.6c*	For those transitioning to adulthood, has an assessment of their knowledge of culture and identity been undertaken?	75 (3) (b)(iv)

* Specific to tamariki Māori

Open Home Foundation – NCS Regulations mapped to Rangatiratanga

Question reference	Measures	Regulations
3.6e*	Are caregivers provided support to understand and respect the personal choices of tamariki regarding their identity and culture?	65 (b)
4.1a	Has information been provided and explained to tamariki about how often they will be visited?	66 (b)(iii)
4.1b	Has information been provided and explained to tamariki about who they can contact if they have concerns?	66 (b)(iv), (h)(ii)

4.1c	Has information been provided and explained to tamariki about obligation of a social worker to meet with tamariki on their own?	28 (2)
4.1d	Has information been provided and explained to tamariki about their right to stay close and connected to important members of their family and whānau?	66 (c)
4.1e	Has information been provided and explained to tamariki about their right to have their personal belongings with them?	67 (1)(c)
4.3b	Is it explained to tamariki how their family, whānau, hapū, iwi and family group will be involved in decisions made about them?	66 (c)
4.4	Is information given and explained to tamariki about the advocacy services available to support them?	66 (e)
4.5	Has it been explained to tamariki their right to confidentiality and privacy; how information will be collected, recorded, used, and disclosed?	66 (f)
4.6b	Do tamariki know that records are being maintained and how to access these records?	66 (g)
4.7a	Do tamariki know their rights to give feedback or make a complaint?	43 (2), 66(h)
4.7b	Do tamariki know who to contact and how to make a complaint?	66 (h)(ii)(iv)
4.7c	Do tamariki know what to expect once they give feedback or make a complaint, by way of support and being kept informed?	43 (2), 66(h)(iii)
4.10a	Is their statement of rights explained to tamariki in a way that is appropriate for age, development, language, disability?	66 (b)(i)
4.10b	Are their statement of rights explained on an ongoing basis to tamariki appropriately for age, development, language, disability?	Schedule Two of the NCS Regulations
4.11b*	Do tamariki Māori know their rights to participate in their culture, language, and religion?	32 (2)(d)

4.12 [^]	Has information been provided and explained to tamariki with disabilities, about their rights in terms of being supported with their disability?	66 (b)(i)
5.2a	Do tamariki know why the care transition is happening?	74 (2)(c)
5.2b	Are tamariki encouraged and assisted to participate in planning for their care transition?	73 (1)(a)
5.2c	Have the views of family, whānau, hapū, iwi, extended family, been taken into account in the care transition planning?	73 (1)(d)
5.4b(ii)	Did the life skills assessment include managing any matters relating to sexual or gender identity?	75 (3)(b)(ii)
5.5c(i)	Is assistance given to obtain photo identification?	76 (c)(i)
5.5c(ii)	Is assistance given to obtain a certified copy of their birth certificate?	76 (c)(ii)
5.5c(iii)	Is assistance given to obtain an IRD number?	76 (c)(iii)
5.5c(iv)	Is assistance given to obtain a bank account?	76 (c)(iv)
5.5c(v)	Is assistance given to obtain verifying their identity online to enable them to access key government services?	76 (c)(v)
5.5d	Has information been given to the tamariki to ensure they are aware of their legal requirement to enrol on the electoral roll by age 18 years?	76 (d)
5.5e(iii)	Is information and assistance provided so tamariki can understand how they can access housing services once they leave care?	76 (e)(iii)
5.5e(v)	Is information and assistance provided so tamariki can understand how they can access financial services once they leave care?	76 (e)(v)
5.5e(vi)	Is information and assistance provided so tamariki can understand how they can access legal services once they leave care?	76 (e)(vi)

* Specific to tamariki Māori

[^] Specific to tamariki with disabilities

Open Home Foundation – NCS Regulations mapped to Aroha

Question reference	Measures	Regulations
2.6	Do tamariki have their personal belongings with them in care, including taonga, clothing, suitable bag, and bedding?	33 (a), 67 (1)(c)
3.3c(v)	Has information been provided to approved caregivers about tamariki wishes, strengths, preferences, and behaviour?	57 (3)(e)
3.3c(vii)	Has information been provided to approved caregivers about how often tamariki will be visited by a social worker?	57 (3)(g)
3.3c(ix)	Has information been provided to approved caregivers about what the caregivers and the household members need to know to keep them and the tamariki safe?	57 (3)(i)
4.8b	Was there an offer for tamariki to meet their prospective caregiver before being placed with them?	67 (1)(b)
4.8c	If placed under urgency, was information provided to tamariki about the caregivers and household as soon as is practicable?	67 (2)
5.1a	Is there an assessment of the necessary steps required to support a positive care transition?	72 (a), 73 (2)(a)
5.1b	Has a care transition plan been developed?	73 (1)
5.1c	Are supports identified in the care transition plan?	73 (2)(b)
5.3a	Is the care transition monitored and supported, to ensure a positive transition experience?	74 (1)
5.5a	Has a transition plan been developed for those transitioning to adulthood?	75
5.6b	During care transitions, is support and monitoring carried out in a way that is culturally appropriate?	74(2)(b)

Open Home Foundation – NCS Regulations mapped to Kaitiakitanga

Question reference	Measures	Regulations
1.6d*	Do tamariki Māori have access to health practitioners who have knowledge of cultural values and practices relevant to tamariki and their whānau?	13 (1)(a)(b)
2.4d	Is health information provided to tamariki on relevant health matters (for example physical development and growth, healthy relationships, sexual, psychological, and emotional health)?	35 (1)(e)
2.4e	Is support provided to access either publicly funded or private health services as appropriate?	35 (1)(f)(g)
2.8a^	Are tamariki with disabilities assisted to access the support they need?	30 (1)(b), (4)(i)
3.3c(iv)	Has information about access to assistance been provided to caregivers?	57 (3)(d)(j)
3.7	Are caregivers provided with relevant information and resources for tamariki with disability needs?	57 (3)(j)
4.11a*	Is information given and explained to tamariki Māori about Māori, iwi or kaupapa Māori services available to them, and how they can access them?	66 (e)(ii)
5.4a(i)	For those transitioning to adulthood, has an assessment of life skills included personal and health care?	75 (3)(a)(i)
5.4b(i)	Has the life skills assessment included knowledge of sexual and reproductive health care?	75 (3)(b)(i)
5.5e(i)	Once they leave care is information and assistance provided on health services and information?	76 (e)

5.7a^	Does the care transition plan identify and address tamariki disability or developmental needs?	73 (2)
5.7b^	Does the transition plan for those transitioning to adulthood take into account any development or disability needs they may have?	75 (2)

* Specific to tamariki Māori

^ Specific to tamariki with disabilities

Open Home Foundation – NCS Regulations mapped to Mātauranga

Question reference	Measures	Regulations
2.3a	Are tamariki supported to access age and developmentally appropriate books and toys?	34 (2)(a)
2.3e	Do they have access to opportunities for play and experiences?	34 (1), (2)(e)
2.5c	Are rangatahi aged 16 years and over assisted to be enrolled in education, employment, or training?	39
2.5d(ii)	Are reasonable steps taken to support attendance including obtaining updates from the education provider or caregiver, once a term, on the regularity of tamariki attendance?	40 (2)(b)
2.5d(iii)	Are reasonable steps taken to support attendance including putting in place arrangements to address any concerns about attendance?	40 (2)(c)
2.5d(iv)	Steps to support attendance includes facilitating alternative education programmes where the tamariki has been excluded?	40 (2)(d)
2.5d(v)	Steps to support attendance includes providing representation at any hearing considering suspension or expulsion of the tamariki?	40 (2)(e)
2.5f	Is sufficient appropriate information provided to the education provider?	42 (2)(a)
2.5g	Is regular contact (at least once a term) with education provider maintained to discuss progress?	42 (2)(b)

2.5h	Is tamariki education progress being monitored, by way of a written update obtained from education providers?	42 (1)(a), 42 (2)(c)
2.5i	Where concerns with education progress of tamariki, are practical steps taken to address those risks?	42 (2)(d)
2.8b*	Are additional supports in place to support tamariki with disabilities to succeed in education?	41 (1)(c)
4.1f	Has information been provided and explained to try new and fun things?	66, 34 (1)
4.1g	What support is available to tamariki transitioning to independence?	76 (b)
5.4a(ii)	For those transitioning to adulthood, has an assessment of life skills included knowledge and experience of managing money?	75 (3)(a)(ii)
5.4a(iii)	For those transitioning to adulthood, has an assessment of life skills included knowledge and experience of shopping?	75 (3)(a)(iii)
5.4a(iv)	For those transitioning to adulthood, has an assessment of life skills included knowledge and experience of cooking?	75 (3)(a)(iv)
5.4a(v)	Did the life skills assessment include knowledge and experience of driving?	75 (3)(a)(v)
5.4b(iv)	Did the life skills assessment include knowledge of culture and identity?	75 (3)(b)(iv)
5.4c	Has an assessment been carried out under s386A(2)(a) of what advice and assistance the rangatahi will need to become and remain independent after they are no longer in care?	75 (1)(a)
5.5b	Are supports identified to provide assistance to develop life skills?	76 (b)
5.5e(ii)	Is information and assistance provided about how education can be accessed so tamariki have an understanding once they leave care?	76 (e)
5.5e(iv)	Is information and assistance provided about how employment can be accessed so tamariki have an understanding once they leave care?	76 (e)

* Specific for tamariki with disabilities

Appendix 3a: Oranga Tamariki compliance with regulation 86(1)

NCS Regulation 86(1) requires the agencies to self-monitor their compliance with the NCS Regulations and self-improve.

This appendix provides information about the questions that Oranga Tamariki *could* respond to. For each outcome in the Outcomes Framework, this appendix shows:

the measures we used to assess compliance with the outcome

the question number related to each measure (the questions refer to the questions in the Request for self-monitoring information on the National Care Standards Regulations in Appendix 6)

the NCS Regulations that the measures are assessing

the source of data that Open Home Foundation used to answer the questions

the percentage of compliance with the measure

the number of tamariki and rangatahi that the response relates to.

Abbreviations explained: CYRAS = Administrative database. CFA = Casefile analysis. CR = Case review. QPT = Quality Practice Tool. Surveys as described.

Oranga Tamariki – NCS Regulation mapped to Manaakitanga

Question reference	Measures	Regulations	Data source	Compliance	Total sample
1.1a(i)	Do tamariki have a current needs' assessment?	7 (1)	CYRAS	46%	700
1.1b(i)	Does the assessment include immediate needs?	7 (1)(a)	CFA	72%	323
1.1b(ii)	Does the assessment include long-term needs?	7 (1)(b)	CFA	66%	323
1.3a	Do tamariki have a plan to address identified needs?	18 (1)	CFA	92%	700
1.5c	Have the views of caregivers been taken into account in assessment and planning?	10 (2)(b)	CFA	68%	700
2.1a(i)	Is financial support provided promptly to meet needs?	30 (2), (3)(a)	CFA	91%	445
2.1b	Is support provided to establish, maintain, and strengthen important relationships where this has been identified in their plan?	31 (1)	CFA	92%	700
2.3b	Are tamariki supported to develop peer and community relationships?	34 (2)(b)	CFA	88%	700
2.3c	Are tamariki supported to participate in sporting activities?	34 (2)(c)	CFA	71%	700
2.3d	Are tamariki supported to be involved in community and volunteering activities?	34 (2)(d)	CFA	43%	700

3.2a	Have prospective caregivers attended 'Prepare to care' training? Survey asked about new caregivers' preparedness to become a caregiver	44 (2)(d)	Caregiver Survey	56%	235
3.2b	Have approved caregivers attended 'Understanding NCS' training?	44 (2)(d)	Caregiver Survey	Attendance not recorded	235
3.4a	Has information been provided to caregivers on their roles and responsibilities to meet the needs of tamariki?	57 (1)	Caregiver Survey	Access to Caregiver Kete on website	235
3.5a(i)	Do caregivers have a support plan tailored to their support ((1) Financial; (2) Respite care) and (3) training needs?	58 (b)	CFA	(1)64% (2) 71% (3)74%	(1)157 (2)137 (3)166
3.5a(ii)	Do caregivers have a support plan to tailored to the needs of each tamariki in their care?	58 (a)	CFA	39%	178
3.5b	Are caregivers supported to meet the needs of tamariki in their care?	62 (1)(a)	CFA	48%	178
3.6a	Are caregivers being visited by a caregiver social worker to the frequency identified in their support plans?	60 (2)(c), 60 (3)	CFA	24%	114
3.6b	Are caregiver support plans being reviewed?	61 (1)	CFA	53%	108
5.4b(iii)	For those transitioning to adulthood is an assessment of their knowledge of safe and positive relationships been supported? (To some extent or more the assessment was completed)	75 (3)(b)(iii)	QPT	34%	268

Oranga Tamariki – NCS Regulation mapped to Whanaungatanga

Question reference	Measures	Regulations	Data source	Compliance	Total sample
1.2a(i)	Does the needs assessment cover identity and cultural needs?	10 (1)(a)	CFA	63%	323
1.2a(ii)	Does the needs assessment cover maintain connections with their family, whanau, hapū, iwi and family group needs?	10 (1)(b)	CFA	78%	323
1.3a	Do tamariki have a current plan that takes into account (1) identity, cultural, and (2) connection needs?	18 (1)	CFA	(1) 58% (2) 88%	645
1.6a*	Have the needs for identity and culture, and connection and belonging been identified for tamariki Māori?	10 (1)(a)(b)	CFA	62%	350
1.6b*	Have connections and contact arrangements been identified for the important members of (1) whānau, (2) hapū and iwi?	20	CFA	(1) 85% (2) 39%	(1) 350 (2) 323
1.6c*	Are the needs for establishing, maintaining, or strengthening connections with those (1) whānau, hapū and iwi been identified – (2) and the steps that are required to meet that need?	12 (2)	CFA	(1) 78% (2) 81%	(1) 145 (2) 317
2.1a(i)	Is financial support provided promptly to meet identified culture and connection needs?	30 (2), (3)(a)	CFA	91%	445
2.1b	Is support provided to establish, maintain, and strengthen important relationships where this has been identified in their plan?	31 (1), (3)(a)	CFA	92%	700

2.3c	Are tamariki supported to participate in cultural activities?	34 (1)(2)(c)	CFA	71%	700
2.7a*	Is whakapapa whānau known for tamariki Māori?	s7AA 2(b)	CYRAS	88%	4,830
2.7c(iii)*	Are there opportunities for tamariki to gain knowledge of their culture and identity?	32 (2)(b)	Te Mātātaki Survey	79%	1021 tamariki Māori
5.6a*	Does the transition planning support continuity of connection, participation, and resourcing to address cultural needs for tamariki Māori?	74 (1)	QPT	70%	73
5.6c*	For those transitioning to adulthood, has an assessment of their knowledge of culture and identity been undertaken?	75 (3) (b)(iv)	QPT	76%	115

* Specific to tamariki Māori within Te Mātātaki survey

Oranga Tamariki – NCS Regulation mapped to Rangatiratanga

Question reference	Measures	Regulations	Data source	Compliance	Total sample
1.1b(iii)	Do tamariki have a current assessment that includes their wishes, aspirations, and strengths?	10 (3)(a)	CFA	80%	323
1.3a	Does the plan address wishes, aspirations, and strengths of the tamariki?	18 (1)	CFA	86%	551
1.5a	Have the views of tamariki been taken into account for both assessment and planning?	10 (2)(a)(i), 18(2)(a)	CFA	68%	700

1.5b	Have the views of (1) family, whānau, (2) hapū and iwi been taken into account for both assessment and planning?	10 (2)(a)(ii), 29(c), 18 (2)(b)	CFA	(1) 69% (2) 5%	(1) 700 (2) 245
2.1a(i)	Is financial support provided promptly in addressing wishes, aspirations, and strengths?	30 (2), (3)(a)	CFA	91%	445
2.2a	Are the parents, guardians, whānau, hapū, iwi and family group of tamariki given the opportunity to participate in important decisions that affect their tamariki?	31 (3)(e)	CFA	76%	372
4.4	Is information given and explained to tamariki about the advocacy services available to support them?	66 (e)	Te Mātātaki Survey	29%	1545
5.2a	Do tamariki know why the care transition is happening?	74 (2)(c)	CFA	45%	128
5.2b	Are tamariki encouraged and assisted to participate in planning for their care transition?	73 (1)(a)	CFA	45%	128
5.2c	Have the views of (1) family, whānau, (2) hapū, iwi, extended family, been taken into account in the care transition planning?	73 (1)(d)	CFA	(1) 79% (2) 16%	(1) 128 (2) 64
5.4b(ii)	Did the life skills assessment include managing any matters relating to sexual or gender identity?	75 (3)(b)(ii)	QPT	Detail not provided	
5.5c(i)	Is assistance given to obtain photo identification?	76 (c)(i)	QPT	51%	267
5.5c(ii)	Is assistance given to obtain a certified copy of their birth certificate?	76 (c)(ii)	QPT	51%	267

5.5c(iii)	Is assistance given to obtain an IRD number?	76 (c)(iii)	QPT	51%	267
5.5c(iv)	Is assistance given to obtain a bank account?	76 (c)(iv)	QPT	51%	267
5.5c(v)	Is assistance given to obtain verifying their identity online to enable them to access key government services?	76 (c)(v)	QPT	51%	267
5.5d	Has information been given to the tamariki to ensure they are aware of their legal requirement to enrol on the electoral roll by age 18 years?	76 (d)	QPT	2%	266
5.5e(iii)	Is information and assistance provided so tamariki can understand how they can access housing services once they leave care?	76 (e)(iii)	QPT	87%	114
5.5e(v)	Is information and assistance provided so tamariki can understand how they can access financial services once they leave care?	76 (e)(v)	QPT	89%	111
5.5e(vi)	Is information and assistance provided so tamariki can understand how they can access legal services once they leave care?	76 (e)(vi)	QPT	No specific legal information, just whether transition plan was developed	114

Oranga Tamariki – NCS Regulation mapped to Aroha

Question reference	Measures	Regulations	Data source	Compliance	Total sample
1.2a(iii)	Does the needs assessment cover safety needs?	10 (1)(c)	CFA	83%	323
1.2a(x)	Does the needs assessment cover how often tamariki should be visited by a social worker?	10 (1)(j)	CFA	40%	323
1.3a	Do tamariki have a plan to address identified (1) safety and (2) visitation needs?	18 (1)	CFA	(1) 86% (2) 59%	645
1.4	Were tamariki visited by a social worker at the frequency detailed in their plan?	27 (1)	CFA	38%	700
2.1a(i)	Is financial support provided promptly?	30 (2), (3)(a)	CFA	91%	445
2.1a(iii)	Is general support provided promptly to meet identified needs?	30 (2), (3)(a)	CFA	88%	357
3.3a	Have the assessment and approval processes been followed for all approved caregivers?	45, 49	QPT	91%	206
3.3c	Were caregivers reviewed within 2 years from approval?	50 (1)	CFA	65%	148
4.9a	Have all reports of concern of abuse or neglect for tamariki while in care been responded to?	69 (1)	CR	100%	1481
4.9b	Was the response to reports of concern prompt?	69 (2)(a)	CR	87%	1156

4.9c	Was the information about abuse allegation/s recorded and reported in a consistent manner? (1) entered correctly (2) all information entered	69 (2)(b)	CR	(1) 91% (2) 45%	1156
4.9d	Where appropriate, were tamariki informed of the outcome of the abuse allegation/s?	69 (2)(c)	CR	33%	1156
4.9e	Were required steps taken in response of this allegation for this tamariki? (1) tamariki plans reviewed (2) supports to address impact of harm (3) caregiver plans reviewed	69 (2)(d)	CR	(1) 86% (2) 80% (3) 62%	1156
5.1a	Is there an assessment of the necessary steps required to support a positive care transition?	72 (a), 73 (2)(a)	CFA	60%	128
5.1b	Has a care transition plan been developed?	73 (1)	CFA	30%	128
5.1c	Are supports identified in the care transition plan?	73 (2)(b)	CFA	30%	128
5.3a	Is the care transition monitored and supported, to ensure a positive transition experience? Tamariki in unplanned transitions were visited within the first week Tamariki in planned transitions were visited within the first week	74 (1)	CFA	(a) 47% (b) 24%	(a) 57 (b) 82
5.5a	Has a transition plan been developed for those transitioning to adulthood?	75	QPT	43%	271

Oranga Tamariki – NCS Regulation mapped to Kaitiakitanga

Question reference	Measures	Regulations	Data source	Compliance	Total sample
1.1a(ii)	Do tamariki have a current Gateway assessment	7 (1), 11	CYRAS	83%	7056
1.1a(iii)	Health and Education assessment?	7 (1), 13	CYRAS	7 of 19^	19
1.2a(iv)	Are behavioural needs identified in the needs' assessment?	10 (1)(d)	CFA	76%	323
1.2a(vi)	Are emotional needs identified in the needs' assessment?	10 (1)(f)	CFA	68%	323
1.2a(viii)	Are health needs identified in the needs' assessment?	10 (1)(h)	CFA	78%	323
1.2a(ix)	Are disability needs identified in the needs' assessment?	10 (1)(i)	CFA	64%	56
1.2b(i)	Where required has the Substance and choices scale (SACS) for alcohol and drug abuse been used?	13 (2)(c)	CFA	29%	42
1.2b(ii)	Where required has the Kessler screen indicating psychological distress and mental health issues been used?	13 (2)(b)	CFA	35%	62
1.2b(iii)	Where required has the Suicide screen to identify whether tamariki have active thoughts of suicide been used?	13 (2)(b)	CFA	45%	44
1.3a	Does the current plan take into account (1) health, (2) behavioural, (3) emotional and (4) disability needs where identified?	18 (1)	CFA	(1) 84% (2) 67% (3) 71% (4) 69%	(1) 645 (2) 645 (3) 645 (4) 124

1.5d	Have the views of experts been taken into account for assessment and planning, as appropriate?	10 (2)(b)	CFA	63%	700
1.7b*	Have the needs related to any disability been identified? (Taken from Gateway Assessments)	10 (1)(i), 13(2)(a)	CYRAS	80%	847
2.1a(i)	Is financial support provided promptly to meet identified needs?	30 (2), (3)(a)	CFA	91%	445
2.1a(ii)	Is specialist service support provided promptly to meet identified needs?	30 (2), (3)(a)	CFA	88%	276
2.1a(iii)	Is general support provided promptly to meet identified needs?	30 (2), (3)(a)	CFA	88%	357
2.4a	Are tamariki enrolled with a primary health provider?	35 (1)(a)	CYRAS	60%	7056
2.8a*	Are tamariki with disabilities assisted to access the support they need?	30 (1)(b), (4)(i)	CFA	40%	94
5.4a(i)	For those transitioning to adulthood, has an assessment of life skills included personal and health care? (To some extent or more the assessment was completed)	75 (3)(a)(i)	QPT	34%	268
5.4b(i)	Has the life skills assessment included knowledge of sexual and reproductive health care? (To some extent or more the assessment was completed)	75 (3)(b)(i)	QPT	34%	268
5.5e(i)	Once they leave care is information and assistance provided on health services and information?	76 (e)	QPT	87%	115

* Specific to tamariki with disabilities

^ From Casefile analysis 34 rangatahi were on a youth justice order, of which 19 came in to care during the reporting period.

Oranga Tamariki – NCS Regulation mapped to Mātauranga

Question reference	Measures	Regulations	Data source	Compliance	Total sample
1.1a(ii)	Do tamariki have a current Gateway assessment or	7 (1)	CYRAS	83%	7056
1.1a(iii)	Health and Education assessment?	7 (1)	CFA	7 of 19*	19
1.2a(v)	Are play, recreation and community needs identified in the needs' assessment?	10 (1)(e)	CFA	60%	323
1.2a(vii)	Are educational or training needs identified in the needs' assessment?	10 (1)(g)	CFA	76%	311
1.3a	Is there a current plan that covers education and training needs?	18 (1)	CFA	85%	627
2.1a(i)	Is prompt financial support provided to meet education needs?	30 (2), (3)(a)	CFA	91%	445
2.3a	Are tamariki supported to access age and developmentally appropriate books and toys?	34 (2)(a)	CFA	85%	700
2.3e	Do they have access to opportunities for play and experiences?	34 (1), (2)(e)	CFA	84%	700
2.5a	Are tamariki aged 1 – 5 years enrolled with an education provider, if in their best interests to be so?	36, 37	CYRAS	68%	1698
2.5b	Are tamariki and rangatahi aged 6 – 15 years enrolled at a registered education provider?	38	CYRAS	96%	3972
2.5c	Are rangatahi aged 16 years and over assisted to be enrolled in education, employment, or training?	39	CYRAS	85%	1386

2.5e(i)	Is education equipment and materials provided to support tamariki education and training needs?	41 (1)(a)	CFA	91%	246
2.5e(ii)	Are payments made for education-related costs to support tamariki education and training needs?	41 (1)(b)	CFA	91%	246
2.5i	Where concerns with education progress of tamariki, are practical steps taken to address those risks?	42 (2)(d)	CFA	90%	228
5.4a(ii)	For those transitioning to adulthood, has an assessment of life skills included knowledge and experience of managing money?	75 (3)(a)(ii)	QPT	34%^	268
5.4a(iii)	For those transitioning to adulthood, has an assessment of life skills included knowledge and experience of shopping?	75 (3)(a)(iii)	QPT	34%^	268
5.4a(iv)	For those transitioning to adulthood, has an assessment of life skills included knowledge and experience of cooking?	75 (3)(a)(iv)	QPT	34%^	268
5.4a(v)	Did the life skills assessment include knowledge and experience of driving?	75 (3)(a)(v)	QPT	34%^	268
5.4b(iv)	Did the life skills assessment include knowledge of culture and identity?	75 (3)(b)(iv)	QPT	34%^	268
5.4c	Has an assessment been carried out under s386A(2)(a) of what advice and assistance the rangatahi will need to become and remain independent after they are no longer in care?	75 (1)(a)	QPT	34%^	268

5.5b	Are supports identified to provide assistance to develop life skills?	76 (b)	QPT	Assistance assumed from assessment	268
5.5e(ii)	Is information and assistance provided about how education can be accessed so tamariki have an understanding once they leave care?	76 (e)	QPT	41%	271
5.5e(iv)	Is information and assistance provided about how employment can be accessed so tamariki have an understanding once they leave care?	76 (e)	QPT	41%	271

* From Casefile analysis. 34 rangatahi were on a youth justice order, of which 19 came in to care during the reporting period

^ From QPT – more general answer about completion than including aspect such as managing money, shopping, cooking. 34% had a life skills assessment completed to some extent or more.

Appendix 3b: Oranga Tamariki non-compliance with regulation 86(1)

NCS Regulation 86(1) requires the agencies to self-monitor their compliance with the NCS Regulations and self-improve. When an agency does not collect information on measures related to the regulations, they are non-compliant with that regulation.

This appendix provides information about the questions that Oranga Tamariki *could not* respond to. For each outcome in the Outcomes Framework, this appendix shows:

- the measures we used to assess compliance with the outcome
- the question number related to each measure (the questions refer to the question in the Request for self-monitoring information on the National Care Standards Regulations in Appendix 6)
- the NCS Regulations that the measures are assessing.

Oranga Tamariki – NCS Regulations mapped to Manaakitanga

Question reference	Measures	Regulations
1.1c	How long after the tamariki came into care was a needs' assessment completed?	8
2.4d	Are reasonable steps taken to ensure support and information is provided on healthy relationships?	35 (1)(e)
3.1a	Has information about the assessment and approval process been provided to prospective caregivers?	44 (2)(a)
3.1c	Has information about the impact that caregiving may have on the household and their lives been provided to prospective caregivers?	44 (2)(c)
3.1d	Has information about the availability of support, training and resources been provided to prospective caregivers?	44 (2)(d)
3.1n	Has information been given to prospective caregivers on how they can make a complaint?	44 (2)(n)
3.4b	Has information been provided on roles and responsibility before the placement takes place or soon after?	57 (2)
3.4c(i)	Has a copy of any current plan been provided to caregivers?	57 (3)(a)
3.4c(ii)	Has information about why tamariki has come into care been provided to caregivers?	57 (3)(b)
3.4c(iii)	Has information been provided about tamariki needs, and any critical information relevant to their immediate needs?	57 (3)(c)
3.4c(x)	Has information about support available, relevant to providing care, been provided to caregivers?	57 (3)(j)

5.3b	Does the care transition planning consider if it is in tamariki best interests to re-establish or maintain a relationship with a previous caregiver?	74 (2)(h)
5.3b(i)	If so, is support arranged, to the appropriate extent, to re-establish or maintain this relationship?	74 (2)(h)

Oranga Tamariki – NCS Regulations mapped to Whanaungatanga

Question reference	Measures	Regulations
2.7b*	Are important members of tamariki whānau, hapū and iwi given the opportunity to carry out their whanaungatanga responsibilities to meet needs of their tamariki?	31 (3)(d)
2.7c(i)*	Are there opportunities for tamariki to connect with whānau, hapū, iwi to attend special whānau events?	32 (2)(a)
2.7c(ii)*	Are there opportunities for tamariki to participate in activities and experiences relevant to their culture?	32 (2)(d)
2.7c(iv)*	Are there opportunities for tamariki to connect with places of cultural relevance?	32 (2)(c)
3.1k	Has the need for connection with family, whānau, hapū, iwi and wider family group, and how this will be facilitated been provided to prospective caregivers?	44 (2)(k)
3.1l	Has information on the rights of legal guardians and how these are to be preserved provided to prospective caregivers?	44 (2)(l)
3.4c(vi)	Has information about tamariki family, whānau, hapū, iwi, family group and cultural background been provided to caregivers?	57 (3)(f)
3.4c(viii)	Has information about ongoing planned contact with their family, whānau, hapū, iwi and family group and persons identified as important to, or for, the tamariki been provided to caregivers?	57 (3)(h)

3.7a*	Are caregivers provided with support to understand the importance for tamariki Māori establishing, maintaining, or strengthening relationships with their whānau, hapū and iwi?	63 (a)
3.7b*	Are caregivers provided with support to facilitate tamariki participation with whānau, hapū and iwi?	63 (c)
3.7c*	Are caregivers provided with support to promote the tamariki knowledge of whakapapa and the practice of whanaungatanga?	62 (1)(b)
3.7d*	Are caregivers provided with support to promote the identity and culture of tamariki in their care?	65 (a)
3.7f*	Are caregivers provided with support to enable tamariki to attend or participate in cultural events relevant to their culture and identity?	65 (c)

* Specific to tamariki Māori

Oranga Tamariki – NCS Regulations mapped to Rangatiratanga

Question reference	Measures	Regulations
1.3b	Has the plan been given to tamariki and explained in a way that they understand relevant to their age, development, and any disability they may have?	24 (1)
2.2b	Are those participating member of the family kept informed of the progress and development of their tamariki on a regular basis?	31 (4)
2.3f	Do tamariki get pocket money?	34 (2)(f)
3.1h	Has information been provided to prospective caregivers on the primacy of tamariki best interests in decisions, and the importance of tamariki views and participation in those decisions?	44 (2)(h)
3.1i	Has information been provided on what decisions caregivers and tamariki can and cannot make about day-to-day arrangements?	44 (2)(i)
3.1m	Has information been provided to prospective caregivers on how tamariki can make a complaint?	44 (2)(m)

3.7e*	Are caregivers provided support to understand and respect the personal choices of tamariki regarding their identity and culture?	65 (b)
4.1a	Has information been provided and explained to tamariki about how often they will be visited?	66 (b)(iii)
4.1b	Has information been provided and explained to tamariki about who they can contact if they have concerns?	66 (b)(iv), (h)(ii)
4.1c	Has information been provided and explained to tamariki about obligation of a social worker to meet with tamariki on their own?	28 (2)
4.1d	Has information been provided and explained to tamariki about their right to stay close and connected to important members of their family and whānau?	66 (c)
4.1e	Has information been provided and explained to tamariki about their right to have their personal belongings with them?	67 (1)(c)
4.2	Have tamariki been informed of the reason they have been brought into care?	66 (a)
4.3a	Is it explained to tamariki how they can participate in decisions about their care and how their views will inform decisions about them?	66 (d)
4.3b	Is it explained to tamariki how their family, whānau, hapū, iwi and family group will be involved in decisions made about them?	66 (c)
4.5	Has it been explained to tamariki their right to confidentiality and privacy; how information will be collected, recorded, used, and disclosed?	66 (f)
4.6b	Do tamariki know that records are being maintained and how to access these records?	66 (g)
4.7a	Do tamariki know their rights to give feedback or make a complaint?	43 (2), 66(h)
4.7b	Do tamariki know who to contact and how to make a complaint?	66 (h)(ii)(iv)
4.7c	Do tamariki know what to expect once they give feedback or make a complaint, by way of support and being kept informed?	43 (2), 66(h)(iii)

4.10a	Is their statement of rights explained to tamariki in a way that is appropriate for age, development, language, disability?	66 (b)(i)
4.10b	Are their statement of rights explained on an ongoing basis to tamariki appropriately for age, development, language, disability?	Schedule Two of the NCS Regulations
4.11b*	Do tamariki Māori know their rights to participate in their culture, language, and religion?	32 (2)(d)
4.12^	Has information been provided and explained to tamariki with disabilities, about their rights in terms of being supported with their disability?	66 (b)(i)

* Specific to tamariki Māori

^ Specific to tamariki with disabilities

Oranga Tamariki – NCS Regulations mapped to Aroha

Question reference	Measures	Regulations
2.6	Do tamariki have their personal belongings with them in care, including taonga, clothing, suitable bag, and bedding?	33 (a), 67 (1)(c)
3.1b	Have prospective caregivers been provided with information on the level of care expected and what will happen if it is not provided?	44 (2)(b)
3.1e	Have prospective caregivers been provided with information on the importance of informing when there is a significant change in circumstances or household membership?	44 (2)(e)
3.1g	Have prospective caregivers been provided with information on the appropriate behaviour management to be provided?	44 (2)(g)
3.1j	Have prospective caregivers been provided with information on the rights of tamariki to keep a reasonable number and type of personal belongings?	44 (2)(j)
3.3b	Are provisionally or not-yet-approved caregivers closely monitored where tamariki are in their care?	51 (6)

3.4c(v)	Has information been provided to approved caregivers about tamariki wishes, strengths, preferences, and behaviour?	57 (3)(e)
3.4c(vii)	Has information been provided to approved caregivers about how often tamariki will be visited by a social worker?	57 (3)(g)
3.4c(ix)	Has information been provided to approved caregivers about what the caregivers and the household members need to know to keep them and the tamariki safe?	57 (3)(i)
4.6a	Are records maintained about the important life events for tamariki?	70
4.8a	Have tamariki received information about their prospective caregivers and placement before being placed with them?	67 (1)(a)
4.8b	Was there an offer for tamariki to meet their prospective caregiver before being placed with them?	67 (1)(b)
4.8c	If placed under urgency, was information provided to tamariki about the caregivers and household as soon as is practicable?	67 (2)
5.6b	During care transitions, is support and monitoring carried out in a way that is culturally appropriate?	74(2)(b)

Oranga Tamariki – NCS Regulations mapped to Kaitiakitanga

Question reference	Measures	Regulations
1.6d*	Do tamariki Māori have access to health practitioners who have knowledge of cultural values and practices relevant to tamariki and their whānau?	13 (1)(a)(b)
2.4b	Have tamariki had an annual health check?	35 (1)(b)
2.4c	Have tamariki (over the age of two years) had an annual dental check?	35 (1)(d)
2.4d	Is health information provided to tamariki on relevant health matters (for example physical development and growth, healthy relationships, sexual, psychological, and emotional health)?	35 (1)(e)

2.4e	Is support provided to access either publicly funded or private health services as appropriate?	35 (1)(f)(g)
3.1f	Has information about the effects of trauma on tamariki behaviour and development and available services been provided to prospective caregivers?	44 (2)(f)
3.4c(iv)	Has information about access to assistance been provided to caregivers?	57 (3)(d)(j)
3.8	Are caregivers provided with relevant information and resources for tamariki with disability needs?	57 (3)(j)
4.11a*	Is information given and explained to tamariki Māori about Māori, iwi or kaupapa Māori services available to them, and how they can access them?	66 (e)(ii)
5.7a^	Does the care transition plan identify and address tamariki disability or developmental needs?	73 (2)
5.7b^	Does the transition plan for those transitioning to adulthood take into account any development or disability needs they may have?	75 (2)

* Specific to tamariki Māori

^ Specific to tamariki with disabilities

Oranga Tamariki – NCS Regulations mapped to Mātauranga

Question reference	Measures	Regulations
2.5d(i)	Are reasonable steps taken to support attendance including providing caregivers with information about the importance of attendance and their role in supporting this?	40 (2)(a)
2.5d(ii)	Are reasonable steps taken to support attendance including obtaining updates from the education provider or caregiver, once a term, on the regularity of tamariki attendance?	40 (2)(b)
2.5d(iii)	Are reasonable steps taken to support attendance including putting in place arrangements to address any concerns about attendance?	40 (2)(c)

2.5d(iv)	Steps to support attendance includes facilitating alternative education programmes where the tamariki has been excluded?	40 (2)(d)
2.5d(v)	Steps to support attendance includes providing representation at any hearing considering suspension or expulsion of the tamariki?	40 (2)(e)
2.5f	Is sufficient appropriate information provided to the education provider?	42 (2)(a)
2.5g	Is regular contact (at least once a term) with education provider maintained to discuss progress?	42 (2)(b)
2.5h	Is tamariki education progress being monitored, by way of a written update obtained from education providers?	42 (1)(a), 42 (2)(c)
2.8b*	Are additional supports in place to support tamariki with disabilities to succeed in education?	41 (1)(c)
4.1f	Has information been provided and explained to try new and fun things?	66, 34 (1)
4.1g	What support is available to tamariki transitioning to independence?	76 (b)

* Specific for tamariki with disabilities

Appendix 4: Map showing the relationship between the NCS Regulations and the Outcomes Framework

The diagram on the next page shows the relationship between the NCS Regulations and the Outcomes Framework:

The top row shows the six outcomes from the Outcomes Framework

The left-hand column shows the first five parts of the NCS Regulations

Each box lists the relevant NCS Regulations from the part that relate to the outcome above it.

Mapping the National Care Standards (NCS) Regulations to the Monitor's Outcomes Framework

	Whanaungatanga	Rangatiratanga	Aroha
	Tamariki and rangatahi have strong, healthy and positive relationships and connections with their family, whānau, hapū, iwi and people around them.	Tamariki and rangatahi, alongside their whānau, are involved, empowered and supported to become self-determining, and leaders in their own lives.	Tamariki and rangatahi feel loved, supported, safe and cared for and are capable of receiving kindness through love and giving love to others.
<p>Part 1 (Regs 7-29) Needs assessments, plans, and visits to, and collection of information about, children and young persons</p> <p><i>Needs assessments (7-15)</i> <i>Plans (16-20)</i> <i>Reviewing children's and young persons' plans (21-25)</i> <i>Visits (26-28)</i> <i>Persons to be regularly contacted (29)</i> <i>General support (30)</i></p>	<p>10 Matters that must be identified in needs assessment</p> <p>12 Process for identifying connections with family, whānau, hapū, iwi, and family group</p> <p>18 Process to be used to develop plan</p> <p>20 Plan must include information about arrangements with family, whānau, hapū, iwi, marae, and family group</p>	<p>7 When needs assessment is required</p> <p>10 Matters that must be identified in needs assessment</p> <p>18 Process to be used to develop plan</p> <p>24 Information to be given to child or young person, caregivers and others</p> <p>29 Other people who must be contacted</p>	<p>10 Matters that must be identified in needs assessment</p> <p>18 Process to be used to develop plan</p> <p>27 When visits to children and young persons should be undertaken</p>
<p>Part 2 (Regs 30-43) Support to address child's or young person's needs</p> <p><i>Whānau connections (31)</i> <i>Culture, identity, and belonging (32-33)</i> <i>Play, recreation, and community (34)</i> <i>Health (35)</i> <i>Education (36-42)</i> <i>Support for complaints, feedback, and raising issues of concern (43)</i></p>	<p>30 Support for assessed needs</p> <p>31 Support to establish, maintain, and improve whānau connections</p> <p>32 Support for culture, belonging, and identity</p> <p>34 Support for play, recreation, and community activities</p>	<p>30 Support for assessed needs</p> <p>31 Support to establish, maintain, and improve whānau connections</p> <p>34 Support for play, recreation, and community activities</p> <p>43 Support for making a complaint, providing feedback, or raising issues of concern</p>	<p>30 Support for assessed needs</p> <p>31 Support to establish, maintain, and improve whānau connections</p> <p>33 Right to have personal belongings</p>
<p>Part 3 (Regs 44-65) Caregiver and care placement assessment and support</p> <p><i>Subpart 1 – Assessment of caregivers</i> <i>Prospective caregivers (44)</i> <i>Assessment and approval process (45-47)</i> <i>Requirements of assessment (48-51)</i> <i>Matters to be considered in determining suitability for approval (52-56)</i></p> <p><i>Subpart 2 – Support</i> <i>Information to be provided to caregiver when child is placed (57)</i> <i>Caregiver support plans (58-61)</i> <i>Caregiver support and capability building (62-65)</i></p>	<p>44 Information to be provided to prospective caregivers</p> <p>57 Information to be provided to caregiver when child is placed</p> <p>62 Provision of support to caregivers</p> <p>63 Support for maintaining whānau connections</p> <p>65 Support for culture and identity</p>	<p>44 Information to be provided to prospective caregivers</p> <p>57 Information to be provided to caregiver when child is placed</p> <p>62 Provision of support to caregivers</p> <p>63 Support for maintaining whānau connections</p>	<p>44 Information to be provided to prospective caregivers</p> <p>45 Assessment of prospective caregivers and their households</p> <p>50 Periodic review of approvals</p> <p>51 Provisional approvals for urgent placements</p> <p>57 Information to be provided to caregiver when child is placed</p>
<p>Part 4 (Regs 66-70) Supporting children and young persons to express their views and contribute to their care experience</p>		<p>66 Matters to be explained to children and young persons</p>	<p>67 Other steps that must be taken when child or young person enters care</p> <p>69 Duties in relation to allegations of abuse or neglect</p> <p>70 Duty to maintain record of important life events</p>
<p>Part 5 (Regs 71-76) Supporting children and young persons during care transitions</p> <p><i>Application (71); Assessment, planning, and monitoring during care transition (72-74)</i> <i>Assessment and support for children and young persons moving to independence (75-76)</i></p>	<p>74 Monitoring and support during care transition phase</p> <p>75 Assessment of life skills</p>	<p>73 Process and contents of care transition plan</p> <p>74 Monitoring and support during care transition phase</p> <p>75 Assessment of life skills</p> <p>76 Advice and assistance under section 386B(1)(a) of Act</p>	<p>72 Assessment and support plans for care transition</p> <p>73 Process and contents of care transition plan</p> <p>74 Monitoring and support during care transition phase</p> <p>75 Assessment of life skills</p>

Manaakitanga	Kaitiakitanga	Mātauranga
Tamariki and rangatahi have positive reciprocal relationships where they feel (as well as show) genuine care, generosity and respect for themselves and others.	Tamariki and rangatahi feel protected, and are kept safe by having all aspects of their wellbeing acknowledged, nurtured and supported.	Tamariki and rangatahi are learning and developing their skills and knowledge about themselves, their culture, their potential, their future, and their role/place in this world.
<p>7 When needs assessment is required</p> <p>8 When needs assessment must be completed</p> <p>10 Matters that must be identified in needs assessment</p> <p>18 Process to be used to develop plan</p> <p>24 Information to be given to child or young person, caregivers and others</p> <p>27 When visits to children and young persons should be undertaken</p>	<p>7 When needs assessment is required</p> <p>10 Matters that must be identified in needs assessment</p> <p>11 Process for assessing educational needs</p> <p>13 Process for assessing health needs</p> <p>18 Process to be used to develop plan</p>	<p>7 When needs assessment is required</p> <p>10 Matters that must be identified in needs assessment</p> <p>11 Process for assessing educational needs</p> <p>13 Process for assessing health needs</p> <p>18 Process to be used to develop plan</p>
<p>30 Support for assessed needs</p> <p>31 Support to establish, maintain, and improve whānau connections</p> <p>34 Support for play, recreation, and community activities</p> <p>35 Support to maintain and improve health</p>	<p>30 Support for assessed needs</p> <p>35 Support to maintain and improve health</p>	<p>30 Support for assessed needs</p> <p>34 Support for play, recreation, and community activities</p> <p>36 Children aged 1 to 4 years</p> <p>37 Children aged 5 years</p> <p>38 Children and young persons aged 6 to 15 years</p> <p>39 Young persons aged over 16 years</p> <p>40 Obligation to support attendance</p> <p>41 Other support obligations</p> <p>42 Monitoring educational progress</p>
<p>44 Information to be provided to prospective caregivers</p> <p>45 Assessment of prospective caregivers and their households</p> <p>51 Provisional approvals for urgent placements</p> <p>57 Information to be provided to caregiver when child is placed</p> <p>58 Purpose of caregiver support plan</p> <p>60 Content of caregiver support plan</p> <p>61 Review of caregiver support plan</p> <p>62 Provision of support to caregivers</p>	<p>44 Information to be provided to prospective caregivers</p> <p>57 Information to be provided to caregiver when child is placed</p>	
	<p>66 Matters to be explained to children and young persons</p>	<p>66 Matters to be explained to children and young persons</p>
<p>72 Assessment and support plans for care transition</p> <p>74 Monitoring and support during care transition phase</p> <p>75 Assessment of life skills</p>	<p>73 Process and contents of care transition plan</p> <p>75 Assessment of life skills</p> <p>76 Advice and assistance under section 386B(1)(a) of Act</p>	<p>75 Assessment of life skills</p> <p>76 Advice and assistance under section 386B(1)(a) of Act</p>

Appendix 5: The Assessment Matrix

To assess compliance with NCS Regulations, and the impact that the agencies have on outcomes for tamariki in care, and their caregivers and whānau, the Monitor gathers data from different groups of people in a consistent way. This consistent approach means we can compare findings year on year and look for changes and improvements.

To assess trends in findings, we have developed the Assessment Matrix shown on the next page. This is a matrix of assessment prompts and methods that we use to obtain and combine data about the outcomes and “elements” that underpin how people perform and are supported to meet the NCS Regulations. Appendix 8 shows how the questions we asked during our community visits relate to the outcomes and elements.

Read more about the Assessment Matrix on the next page.

Assessment Matrix

System dimensions Outcomes	Culture and Leadership Physical environment, culture on site, and leadership provided to guide practice	People Values, knowledge, skills, and what people bring to their role
Whanaungatanga  <p>Tamariki and rangatahi have strong, healthy and positive relationships and connections with their family, whānau, hapū, iwi and people around them.</p>		
Rangatiratanga  <p>Tamariki and rangatahi, alongside their whānau, are involved, empowered and supported to become self-determining, and leaders in their own lives.</p>		
Aroha  <p>Tamariki and rangatahi feel loved, supported, safe and cared for and are capable of receiving kindness through love and giving love to others.</p>		
Manaakitanga  <p>Tamariki and rangatahi have positive reciprocal relationships based on genuine care, generosity and respect. Parents, caregivers and whānau have what they need to meet the needs of tamariki.</p>		
Kaitiakitanga  <p>Tamariki and rangatahi feel protected, and are kept safe by having all aspects of their wellbeing acknowledged, nurtured and supported.</p>		
Mātauranga  <p>Tamariki and rangatahi are learning and developing their skills and knowledge about themselves, their culture, their potential, their future, and their role/place in this world.</p>		

Tools and Resources	Services and support work well for me	Services and support work well together
Tools and resources provided, for example policies, practice guidance, supervision, funding, development	"Me" can be the worker, tamariki, rangatahi, whanau, caregiver and any other person or group we talk with – how are the internal or external services working for me to have what I need to achieve	Are the services – internal and external working for me – are they supporting the outcomes I need to either do my best work or for me to be my best person

Appendix 6: Requests for self-monitoring information on the National Care Standards Regulations

This appendix contains an amended version of the request for self-monitoring information that we have sent to Oranga Tamariki. We have removed parts one to five as they are outlined in Appendices 3a and 3b.

We provide Barnardos, Dingwall Trust and Open Home Foundation, Dingwall Trust a slightly shorter version of this request; we removed measures that did not apply to those agencies.

The full requests for all four monitored organisations are available on our website at: <https://www.icm.org.nz/assets/Uploads/Documents/Strengthening-oversight/Requirements-for-self-monitoring-information-from-Oranga-Tamariki-v2.pdf>

Introduction

The following is an information and data request from Te Mana Whakamaru Tamariki Motuhake / the Independent Children's Monitor (the Monitor) to Oranga Tamariki, one of the four monitored organisations, who hold care and custody responsibilities. This request covers 1 July 2020 to 30 June 2021.

As the Monitor we are required to provide assurance to the Minister for Children of the degree of compliance with the National Care Standards and Related Matters Regulations (NCS Regulations) by monitored organisations. While we talk about 'compliance' and 'regulations' we acknowledge that this is about the quality of care tamariki receive to improve their care experience and in turn contribute to more positive outcomes.

For the Monitor to provide assurance and fulfil its independent monitoring role, monitored organisations are required to use a system for self-monitoring designed to ensure there is a collection of information on its own compliance and implementation. While monitored organisations have been preparing for implementation of the NCS Regulations,¹²³ an overarching system for self-monitoring is yet to be developed.

Without organisations having a self-monitoring process, the Monitor would be unable to fulfil its role. To this end the Monitor hosted several workshops with Oranga Tamariki (as the predominant monitored organisation) at the end of 2020 to identify how the organisations would know they are providing quality care to tamariki and rangatahi in their care. The Monitor then distilled this long list of measures and held workshops in 2021 to refine this list further.

The purpose of this request is to meet our annual reporting obligations and signal measures we would expect to be in place so that the four monitored organisations can self-monitor their implementation of the NCS Regulations. They reflect the overarching intention of the NCS Regulations by ensuring the organisations are focused on needs, rights, safety, and wellbeing of tamariki, involving whānau and other important people in care decisions, to maintain and strengthen relationships, and to create opportunities for whānau to participate in whanaungatanga. In addition, the measures address whether systems are in place to approve and support caregivers to provide quality care and promote positive experiences for tamariki in statutory care.

These measures do not currently include the quality of implementation, rather whether the fundamentals are being actioned. Quality measures will be introduced in subsequent years. This request also does not limit organisations from providing additional self-monitoring data, as it is the prerogative of organisations to include any measures, they decide are important for self-monitoring.

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Self-monitoring under NCS Regulations

The requirement for the Chief Executive of monitored organisations is to monitor their own compliance as set out in NCS Regulation 86:

- 86 (1) (a) having systems in place for continuous improvement that identify and address areas of practice that require improvement, and
- (b) using a system for self-monitoring designed to ensure the collection of information that will support the independent monitor to fulfil its monitoring role.

In addition, monitored organisations must report under regulation 87 on their own self-monitoring to both the Minister and the Monitor. This includes:

- 87 (1) (a) their response to any findings of non-compliance with these regulations
- (b) the identification of areas for improvement and reporting on progress in service improvement
- (c) providing a plan setting out the actions to be taken.

The monitored organisations, as part of their self-monitoring, are required to assure themselves that the regulations are being implemented.

The Monitor is required, as outlined in regulation 80, to provide an assessment of the associated effect of that nature and degree of compliance on the fulfilment of the purposes of the Oranga Tamariki Act 1989 (the Act). The Act's purpose specifically supports advancing positive long-term health, educational, social, economic, or other outcomes for tamariki and that they have a safe, loving home at the earliest opportunity.

The four organisations that hold care and custody responsibilities are Oranga Tamariki, Open Home Foundation, Dingwall Trust and Barnardos: with Oranga Tamariki holding responsibilities for approximately 98% tamariki, Open Home Foundation approximately 1.9% and the remaining tamariki with Dingwall Trust and Barnardos.

The Monitor will have a specific focus on tamariki and whānau Māori and those with disabilities and intends to assure the Minister that the data and information reported is robust, and of quality.

The Monitor is committed to reporting on the NCS Regulations within an Outcomes Framework, and as such analysis will be undertaken that explores the important linkages between the Outcomes and NCS regulations.

What will be asked of the monitored organisations

This request focuses not only on the self-monitoring information held by each monitored organisation, but what an analysis of that information tells your organisation of the level of care being provided to tamariki in care. In Part Six, the organisation is being asked to provide the identification of areas requiring improvements and of those demonstrating high performance. Under regulation 84 (1)(b), an outline of planned actions to address any non-compliance should be provided. As this is the first annual request covering all the NCS Regulations, the approach has been to request data that provides coverage of all the regulations. While there is a lot of detail in this request, it does not checklist every regulation. Future requests may expand to address not only whether the monitored organisations are meeting the standards, but if they are meeting them well (quality) and for all (equity).¹²⁴

This information request is guided by the regulations, the Oranga Tamariki Act 1989, and our question structure, with our primary question being:

'To what extent is the Oranga Tamariki system meeting its obligations and supporting positive outcomes for tamariki and their whānau, including tamariki and whānau Māori and disabled tamariki and their whānau?'

The relevant sub-questions that underpin this self-monitoring request are:

'Is the Oranga Tamariki system meeting its obligations in a way that supports tamariki and their whānau to experience positive outcomes?' and 'What do monitored agencies say?'

Where information is not able to be reported, the organisation must provide reasons for this and any prioritisation plan for its future availability as requested in Part Six. Where data is provided, we ask for a statement on the reliability of the source, and coverage of the population.

Until a formal secure channel is agreed, we will facilitate the secure transfer of information by Iron Key. The Monitor is *not* requesting identifiable information and any data sets provided, including the additional information that is wider than this request, should not include identifiable information. Data should be provided as an output with a row for each de-identified tamariki and columns in response to measures. Where casefile analysis is the source used for the response, please record the response against the individual row for those who are selected as part of the casefile sample. For Part Three this should be provided in a relevant format for reporting the measures for caregivers. A privacy check has been completed on this request, and we expect privacy and quality assurance by organisations prior to release of information to the Monitor.

A draft companion document will follow on from this request to support the interpretation and definitions used by Oranga Tamariki that inform these measures. For example, when the term 'current' is used in relation to assessments and plans, the companion document would define 'current' by taking into account re-assessment and plan review requirements. If organisations want to add measures for re-assessment and review, they are welcome to do so. We will provide the companion document in draft and request that this be completed by Oranga Tamariki and returned to the Monitor with the data and information due in mid-August 2021.

How the Monitor will use this information

Our annual report will publish the assessment by the four organisations of their compliance and we will use the information provided in Part six to inform how we answer our sub-question in the report: *'Is the Oranga Tamariki system meeting its obligations in a way that supports tamariki and their whānau to experience positive outcomes?'* and *'What do monitored agencies say?'*

We expect that the assessment of compliance will be based on these (and any additional) measures and so the Monitor will also require data to validate the conclusions made by the organisation. We will include comments on areas of high performance and the likely impact of non-compliance on the wellbeing of tamariki in our report.

The Monitor will focus on tamariki with impairments / disabilities and tamariki Māori. Separate measures have been included in this request to enable us to do this. Those tamariki with disabilities can require a combination and coordination of supports and we will purposefully monitor the delivery of these supports.

We will also monitor how culture and identity, and connection and belonging are supported for tamariki Māori. We understand that separation and disconnection from whānau and culture can have life-long and intergenerational impacts, and so we would expect to see the implementation of the regulations to impact positively for tamariki and tamariki Māori especially.

The annual report will be drafted (including addressing the primary question) and monitored organisations will have the opportunity to review versions of this draft before it is sent to the Minister, who will then request a formal response from the monitored organisations as per the usual process.

Milestones and timeframes

The following is the timeframe that is being proposed for the milestones that support this request to Oranga Tamariki:

Task	Milestone due '21
Meeting with Oranga Tamariki to discuss draft request, review and finalise draft	29 Jan
Privacy Check	3 Feb
Sign off draft by the Executive Director and Chief Monitor	5 Feb
Review by Te Kāhui Group	10 Feb
Workshops held with Oranga Tamariki	22 Feb – 9 Mar
Finalise requirements	16 Mar
Final version requirements signed out	19 Mar
Formal request made to OT	22 Mar
Draft companion document	9 Apr
Early data snapshot / progress discussion with Oranga Tamariki	28 May
Parts 1 – 7 due	16 Aug

Measures requested

The following five parts of this request focuses on a core set of care standards' measures. Part Six focuses on an overarching analysis and plan, where Part Seven seeks progress on previous areas identified for improvement. The following demographics are required for each tamariki to enable the Monitor to view equity and specific groups within the data:

Demographics of those in care at any time in the period 1 July 2020 to 30 June 2021

Ethnicity, ¹²⁵ gender, and age group ¹²⁶	Duration in care (over their childhood – where multiple care entries)
Iwi that tamariki Māori whakapapa to	Number of site transfers (for all care entries)
Disability	Count of caregivers (for all care entries excluding respite)
Site / sub-site and Region	Count of placements (for all care entries excluding respite)
Current placement type	Count of allocated social workers (for all care entries)
Approval status of their caregiver ¹²⁷	OT caregivers, Care Partners providing shared care
Duration in care (start of current care entry)	Legal status: CP, Dual, YJ (as appropriate).

Part Six

This section is based on Part Six of the regulations and requires the four organisations, with reference to the reporting period of 1 July 2020 to 30 June 2021, to:

- 6.1 *Make an overarching statement about compliance and non-compliance with the NCS Regulations within the organisation.* This should include a statement on progress by the organisation to self-monitor compliance; and on the system designed to ensure the collection of compliance information. We are requesting this statement to be based on the analysis of the measures in sections' one to five of this request and are taking into account the confidence in the data collected for this purpose. Included in this is assurance from Care Partners on their compliance. It should also include how 'compliance' is defined by the organisation.

The organisations are not limited to these measures where they are able to supplement with their own understanding of compliance. For example, where data is not available for a measure, it is reasonable to identify a close alternative or an indicative measure that is available. This may identify some system enablers such as the delivery of NCS training to social workers and caregivers to demonstrate building capability to implement the standards.

- 6.2 *Identification of areas that require practice improvements especially for tamariki Māori and those tamariki with disabilities.* It is likely that this identification will come from the measures themselves, or from quality assurance processes undertaken by organisations.

As part of these improvements, it is appropriate to identify data or information improvements required to provide a clear self-monitoring view of the standard of care being provided to tamariki. This may include improved recording where there is CYRAS functionality to do so, or the design of additional data capture methods. For example, in the response to the Monitor's third report, Oranga Tamariki stated, "We acknowledge the issue of recording that is impacting on our ability to demonstrate compliance with the NCS. We are currently considering different options to address this area of work to improve our compliance." Detailing these options would form part of the action planning to be reported to the Monitor.

- 6.3 *What actions they will – and have – put in place that will address these areas of improvements?* These could include changes to Frameworks, policy, training, tools, personnel, and national initiatives (such as setting up a dedicated portfolio supporting the implementation of the NCS nationwide). Part of this action planning should include the intended data and information quality improvements required to continue to build self-monitoring capabilities. It also includes 7.4 in section seven.

The Action Plan will provide the Monitor with how Oranga Tamariki is improving practice and processes to implement the care standards, and the priorities

organisations are placing on ensuring that care standards are met, met well (quality) and met for all (equity).

6.4 *How will the organisation measure = improvements have been made and the timeframe of this change; including how they are reducing disparities in outcomes for Māori?*

This outlines what success would look like and what change is expected these activities. The Monitor will follow up on these changes on subsequent monitoring reports.

Part Seven

This section focuses on the areas requiring follow up from previous published Monitoring reports by the Monitor and covers the reporting period from 1 July 2020 to 30 June 2021.

Regulation 69

7.1 We have previously reported on the 12 practice requirements identified by Oranga Tamariki to support achieving regulation 69. Please provide an update on how the organisation is meeting these practice requirements.

7.2 In relation to allegations of abuse against tamariki in care, please provide:

- a) data on the number of cases which were deemed to have *No Further Action* required, broken down by site and National Contact Centre
- b) the number of cases sampled in the internal review process regarding whether the correct decision was made
- c) how many of those reviewed had “inaccurate decisions” made
- d) how many cases, where the *No Further Action* decision to investigate, were incorrect
- e) the quality controls that are in place for reaching the *No Further Action* decision

Areas for Improvement – Regulation 69

7.3 Oranga Tamariki detailed an action plan for continuous improvement for Regulation 69. Has this cycle of improvements been completed? Have these improvements led to any tangible changes we might observe in the data? These areas include:

- the timeliness of caregiver investigations
- coaching and support required, where specific sites have been identified through internal quality assurance processes
- strengthening information and reporting for operational leaders, which will enable them to oversee and drive continuous improvement in practice at a local level
- a particular focus on consistency of decision-making, communicating outcomes, accuracy of recording and timeliness
- developing additional resources for frontline supervisors to support them to oversee and assure the quality of investigations and assessments for tamariki
- an increased engagement with frontline leaders to support them in their role in leading and championing best practice
- developing guidance for frontline practitioners on communicating outcomes of investigations and assessments for tamariki

- strengthening responses to return/remain home placements
- routinely review random samples of tamariki in care to strengthen internal assurance systems

Complaints and Compliments

7.4 In its independent monitoring role, the Monitor is taking an all-of-systems approach. To assist with this, please provide the following information on complaints and compliments received between 1 July 2020 to 30 June 2021 by the organisation:

- a) The number of complaints and compliments received by Oranga Tamariki directly?
- b) Who made the complaint or compliment (e.g., tamariki, parent, whānau caregiver)?
- c) The nature of the complaint or compliment by theme and description (e.g., Fair treatment – Biased)?
- d) What actions were taken in response to complaints?

7.5 Of the nine Care and Protection and Youth Justice residences (including Te Poutama Ārahi Rangatahi), please provide the following data on complaints received and monitored by Grievance Panels:

- a) The number of complaints made by tamariki and rangatahi in residences?
- b) The name of residence (e.g., Te Maioha o Parekarangi)?
- c) Type of Residence (e.g., Youth Justice Residence)?
- d) Nature of complaints?
- e) Any action taken in response to complaint investigations?

Appendix 7: Agency methodologies

In this Appendix we have presented the responses we received from Barnardos, Open Home Foundation and Oranga Tamariki about their data collection and data analysis methodologies. We have summarised the response we received from Dingwall Trust.

Barnardos

Barnardos have a small number of tamariki in their custody and a relatively small social work team who report to the same manager. This enables a high level of oversight and accountability both through individual supervision sessions and review of the data system. Subsequently, this report consisted of a combination of both quantitative and qualitative data analysis.

The recent self-assessment undertaken was to ascertain whether the fundamentals are being actioned and whether we have documented evidence to back those up. This self-audit was completed from our client management recording system. This involved asking Barnardos Care Staff external to Foster Care to complete the National Care Standards Case Audit asking specifically what evidence we have, where it can be found and if not found, what are the possible reasons for this, for example – difficulty locating certain information within the recording.

Secondly, as Barnardos have three tamariki, and a relatively small social work team, this information has been contributed to through regular supervision sessions with the allocated social workers, and oversight of their assessment, plans and reviews. Further, the writer has met and attended review meetings with the rangatahi, whānau and professionals, and continue to be the allocated social worker to one, therefore discussion with caregivers, rangatahi and others contributing to the plan have also contributed to the assessment of compliance with care standards.

Dingwall Trust

Dingwall Trust currently has one rangatahi in their custody, therefore, it has provided generic information to maintain the confidentiality of that individual.

Dingwall Trust undertook a self-monitoring audit of the NCS Regulations across the measures for the rangatahi in its custody. This involved reviewing their file and determining whether the measures were:

- achieved (this is defined as all aspects were achieved to a good standard)
- partially achieved (this is defined as some aspects were not achieved and the standard could be improved)
- not achieved (this is defined as aspects were not achieved)

- not applicable (this is used if the measure does not apply to the rangatahi).

Open Home Foundation

Open Home Foundation provided data from their administrative database (OSCAR) for all 93 tamariki in their custody. They did not undertake casefile summaries and were unable to respond to 110 (57 per cent) of the measures as a result.

The agency responded to 17 measures using the *Better Off Survey*; 13 as complimentary to their OSCAR data, and 4 as a sole response. The *Better Off Survey* is annual, and the results provided were from 2021. Open Home Foundation informed us that the survey was sent to all Foster Parents (Caregivers), Youth in care (12-years +) and whānau (who have tamariki in OHF custody). The responses have not been simplified; they are the number of respondents for example 'out of 5' relates to five respondents.

Oranga Tamariki

Case File Analysis

Purpose

The Professional Practice Group (PPG)-Led Case File Analysis mechanism is aimed at providing high-quality data about focused aspects of practice with tamariki, rangatahi, whānau and caregivers, where a greater level of data integrity/reliability is required. The specific purpose of this PPG-Led Case File Analysis is to provide data and insights on front-line practice in regard to the care standards in order to facilitate focused continuous improvement. The analysis has been designed to enable us to understand our practice with different population groups and will, in subsequent years, enables us to understand if and how practice is changing over time. This is also a mechanism to provide internal and external assurance across practice in relation to the tamariki and rangatahi in the care or custody of Oranga Tamariki and is lined up both with the relevant regulations of the care standards and some of the specific areas of interest highlighted by the Independent Children's Monitor.

Methodology

This mechanism relies on manual data capture and assessment by a reviewer, looking at the evidence available in the case records of tamariki / rangatahi and caregivers to gain a view of practice quality in relation to specific questions developed in line with the care standards and their implementation in practice. Reviewers will make their own judgements as to the standard of practice within a set template of potential answers for each standard. This enables assessment of practice quality and compliance across the cohort of sampled cases. The results themselves therefore may lack some of the nuance of the review at a case-by-case level – which means it is also important to ensure themes and views from the reviewers are captured to compliment the actual results. Case file reviews are based only on information recorded in our case management system(s).

The following steps have been taken to ensure the robustness of these findings:

- 1 Defining information needs and scope
- 2 Ensuring validity and reliability¹²⁸ in the data through:
 - a) a thorough questionnaire design and testing process. The questionnaire was tested with a number of social workers and practice experts to ensure it accurately reflected current practice expectations
 - b) establishing a small team of Professional Practice Group (PPG) reviewers
 - c) employing a best practice approach to ensuring inter-rater reliability¹²⁹ that included rating consistency checks (across the same case) and ongoing moderation whereby reviewers were able to draw on a highly experienced practitioner to moderate and inform their assessments in specific cases
 - d) ensuring evaluators are fully prepared for the analysis through explaining the information needs and scope, going through all the questions, scales and preparing and communicating guidance
- 3 Defining population of interest and sampling method to ensure a statistically significant cohort is drawn
- 4 Minimising sampling bias.¹³⁰ This is done by:
 - e) randomised sampling
 - f) sampling a sufficient volume of cases to ensure a high degree of statistical confidence

Data cleansing and analysis of the results.

Sampling

Sampling methodology for this specific piece of analysis was developed in conjunction with statisticians from the Research and Evaluation team within Evidence Centre and Quality Systems team in PPG and took into consideration the need for robust results that can be used to understand if and how our performance is changing over time and through appropriate margins of error and levels of statistical significance.

The sample consists of 700 cases for tamariki in care or custody of Oranga Tamariki for three or more consecutive months with some portion of their time in care occurring between 1 July 2020 and 31 March 2021. The margin of error across the whole cohort is 3.49% with slightly higher margins of error for each stratified sample group (detailed in sampling methodology).

This sampling approach has been tailored to ensure precision of estimate for comparison groups when findings are disaggregated by ethnicity (Māori and non-Māori) and or placements provider (e.g., placement with Oranga Tamariki caregivers and placement with partnered care provider)

A stratified simple random sample methodology was employed to obtain a sample generalisable to the population of interest while controlling for characteristics of interest specific to this request. This sampling method helps control the level of variation by ensuring a

large enough sample is selected from each stratum so estimates produced for subgroups will have a higher degree of accuracy than when left uncontrolled for.

Stratified sampling is a sampling method that involves separating the population of interest into 'strata' to complete the sampling process. The strata are formed on specific characteristics of the sample. The strata are mutually exclusive, meaning members of the population of interest are assigned to just one stratum. Once every member is assigned a simple random sample is drawn from each stratum.

Escalation

Any serious concerns about the current safety and wellbeing of a tamaiti or the practice of individual kaimahi that arise during the case file analysis will be raised with the Moderator, with an appropriate escalation pathway.

Sampling Methodology

There are approximately 6,241 tamariki who had been in care for least three consecutive months, with some proportion of their spell falling between 1 July 2020 and 31 March 2021. This population was stratified on the ethnicity of the child and placement provider. Cases were there randomly selected from each stratum as per the stratum sizes presented in the table below.

One-way summary of population raw data by ethnicity and placement provider type for stratification.

Ethnicity		Placement provider type ¹³¹	
Māori	4250 (68.10%)	Partnered Care (8 weeks or more)	674 (10.80%)
Non-Māori	1975 (31.65%)	Partnered Care (fewer than 8 weeks)	137 (2.20%)
Unknown	16 (0.26%)	Oranga Tamariki Placements only	5430 (87.01%)
Total	6241	Total	6241

In the raw data, both the ethnicity and placement provider variables included 'unknown' categories. The unknown categories were recoded as 'Non-Māori' and 'Non-NGO', respectively. This serves to ensure that all children in the population of interest had an opportunity to be drawn into the sample for case file review.

A backup random sample was draw of 60 cases were drawn to accommodate any instance of where cases were incorrectly included in the 'population' due to data inconsistencies produced in the case management system.

Stratum sizes

The stratum sizes and the derived estimate precision is summarised in the table below. An iterative approach was used to determine stratum sample sizes. Using the population size (A) the required sample size to produce estimates at the 95 percent confidence level with a margin of error of 5 percent was calculated (B). As the sample sizes required to report to this level of accuracy in total exceeded the total number of cases agreed feasible to sample.

These initial calculations were, therefore, used to inform more balanced stratum sizes for the 700 case' sample. Several iterations of the margin of error was calculated for different sample sizes and compared.

The table below highlights the final stratum sample sizes. The sample sizes chosen were selected to still allow estimate to be produced for comparison groups with a similar margin of error¹³².

Given the random samples drawn from each strata had a sample proportion greater than 5 percent the margin of error is derived using the following formula:

$$MOE = Z \sqrt{\frac{p(1-p)}{n}} \sqrt{\frac{(N-n)}{(N-1)}}$$

This formula includes a finite population correction to adjust for the variance of the sampling distribution. This adjustment reflects that fact that sample observations from smaller population groups are less likely to be independent of each other. The correction will reduce the width of the confidence interval.¹³³

Estimated statistic precision summary table.

	Population (A)	Required Sample (B)	Selected Sample (C)	Sample proportion (C/A)	Margin of Error (E)
All children in care stratified by ethnicity					
Tamariki Māori	4249	354	350	8.24%	5.02%
Tamariki non-Māori	1992	323	350	17.57%	4.76%
All children in care stratified by placement provider type					
NGO provider	674	246	250	37.09%	4.92%
non-NGO provider	5567	361	450	8.08%	4.43%

All children in care stratified by ethnicity and placement provider type

Tamariki Māori in NGO care	412	200	125	30.34%	7.33%
Tamariki Non-Māori, NGO care	262	157	125	47.71%	6.35%
Tamariki Māori in non-NGO care	3838	350	225	5.86%	6.34%
Tamariki non- Māori non-NGO care	1729	316	225	13.01%	6.10%
Total					
All tamariki in care	6241	363	700	11.22%	3.49%

Oranga Tamariki - Quality Practice Tool (QPT) Methodology

The QPT is a structured set of questions designed by the PPG focused on the quality of our practice for tamariki and their whānau. It runs on a quarterly cycle for practice leaders and rotates each month of the quarter between Care Standards, Practice Standards and Thematic versions of the QPT. In addition, there is also a quarterly Caregiver Assessment and Review QPT carried out by supervisors.

Each month the PPG allocates practice leaders a random sample of cases to review against these structured set of questions. These questions are designed to focus on core aspects and the quality of social work practice. These are evaluated using a rating scale. Although the rating scale varies according to the question asked, most questions are rated against the below scale which aims to ascertain the extent to which an aspect of the practice quality had been met:

- Fully
- To a large extent
- To some extent
- Only a little
- Not at all
- Not applicable.

Caveats

While the QPT forms an essential part of our overarching internal practice quality assurance and improvement system, it was not designed to provide highly rigorous data. It is, therefore, important to note the following limitations when referencing and analysing data collected using the QPT:

- I. The QPT is in essence an exercise in case file analysis and, therefore, relies on the practice leader's professional judgement. There is no formal moderation of responses received and it is reasonable to expect a degree of variation in the consistency of assessment and judgments made
- II. All practice leaders are allocated the same number of cases to complete each month. As a consequence, sites with lower case volumes are overrepresented, while sites with higher case volumes are underrepresented
- III. Response rates vary notably from month to month and this affects the completeness of the data at a national level
- IV. To answer the questions, practice leaders must review the information recorded in CYRAS. It is possible that in the cases where evidence was not found, recording in CYRAS did not accurately reflect the work that had occurred.

Transitions QPT

In September 2020, a thematic review which focused on three key areas of practice for Transitions to Adulthood services was undertaken. The key areas of focus were: (1) Planning for transition to adulthood, (2) the Life Skills Assessment, and (3) Preparation for transition to adulthood.

Transition Services provided a list of 732 cases of eligible rangatahi who were 16 and 17 years of age. A sample of 359 cases was selected and allocated to Site Practice Leaders and Youth Justice Practice Leaders for their review. This sample covers 49% of the population of interest.

Residence	Population	Sample	Population Coverage	Cases reviewed	Response Rate
Care and Protection	622 (85%)	312 (87%)	50.16%	236 (86%)	75.64%
Youth Justice	110 (15%)	47 (13%)	42.73%	36 (14%)	76.60%
Total	732	359	49.04%	272	75.77%

The allocation of cases was such that:

- Site Practice Leaders received a maximum of six cases to review for their site, and
- Youth Justice Practice Leaders received a sample of seven cases from their region.

A total of 272 case reviews were completed. This provides a case response rate of 76 percent. Of the reviews completed the majority (86 percent; 236) were undertaken by site practice leaders.

Sample Characteristics

A demographic analysis of the sample was completed independently by the Transition Support Services groups. Transition services were able to match the demographic information of 266 rangatahi in the eligible sample. The age, gender and ethnicity characteristics of the eligible sample are summarised in the below table.

Gender	
Male	147 (55%)
Female	116 (44%)
Diverse	3 (1%)
Age	
16 years or younger	128 (48%)
17 years	130 (49%)
18 years	8 (3%)
Ethnicity	
Māori/Pasifika	192 (72%)
Other	74 (28%)

Summary of sample demographic characteristics Note: Crosstabulations of demographic characteristics were not completed. Given the age-bound nature of the transition to adulthood process it is not possible to determine if gender or ethnicity specific insights are skewed by the age distribution of the sample.

The QPT information presents a static view (e.g. a 'snap shot') of the eligible sample as at September 2020, and the sample consisted primarily of 16- and 17-year-olds. Given younger rangatahi may have more time left in care, it is less likely that every requirement would have been met at this time. Older rangatahi are more likely to have more requirements of the policy and legislation met as they are closer to transitioning to adulthood and independence.

Caregiver QPT

The Caregiver Assessment and Review QPT is completed each quarter by Caregiver Recruitment and Support (CGRS) supervisors using information available on CYRAS. CGRS supervisors choose their own cases, and complete a minimum of one case for each social worker in their team each quarter while ensuring they complete cases in which the caregiver:

- was fully approved post 1 July 2019 when the National Care Standards came into effect
- has one or more tamaiti currently in their care.

Appendix 8: Questions we asked during community visits

To assess compliance with NCS Regulations, and the impact that the agencies have on outcomes for tamariki in care, and their caregivers and whānau, the Monitor gathers data from different groups of people in a consistent way. This consistent approach means we can compare findings year on year and look for changes and improvements.

To assess trends in findings, we use the Assessment Matrix (see Appendix 5). The diagram on the next page shows how the questions we asked during our community visits relate to the outcomes from the Outcomes Framework and the elements from the Assessment Matrix.

8a. What we ask tamariki, whānau and caregivers

Outcomes	System dimensions	Tamariki
<p>Whanaungatanga</p> 	<p>Tamariki and rangatahi have strong, healthy and positive relationships and connections with their family, whānau, hapū, iwi and people around them.</p>	<ul style="list-style-type: none"> • How are tamariki supported to have strong and positive relationships and connections with their whānau, hapū, iwi or wider family? • This includes strong connections to their culture and identity.
<p>Rangatiratanga</p> 	<p>Tamariki and rangatahi, alongside their whānau, are involved, empowered and supported to become self-determining, and leaders in their own lives.</p>	<ul style="list-style-type: none"> • How are tamariki supported to have a voice including a voice in decisions about them? • This includes a voice into assessments, plans, recreational activities, and when things aren't going well (complaints).
<p>Aroha</p> 	<p>Tamariki and rangatahi feel loved, supported, safe and cared for and are capable of receiving kindness through love and giving love to others.</p>	<ul style="list-style-type: none"> • How were tamariki supported when their placement changed (including transitioning back home or to another placement) or (for rangatahi) when they transitioned to independence?
<p>Manaakitanga</p> 	<p>Tamariki and rangatahi have positive reciprocal relationships based on genuine care, generosity and respect. Parents, caregivers and whānau have what they need to meet the needs of tamariki.</p>	<ul style="list-style-type: none"> • How are tamariki and rangatahi supported to have positive relationships with other people in their lives, and supported to have what they need? • Tamariki having what they need includes a good standard of material wellbeing, quality housing, food, and access to technology and other resources that support them to thrive.
<p>Kaitiakitanga</p> 	<p>Tamariki and rangatahi feel protected, and are kept safe by having all aspects of their wellbeing acknowledged, nurtured and supported.</p>	<ul style="list-style-type: none"> • How are tamariki supported to have a good life and have their health needs met?
<p>Mātauranga</p> 	<p>Tamariki and rangatahi are learning and developing their skills and knowledge about themselves, their culture, their potential, their future, and their role/place in this world.</p>	<ul style="list-style-type: none"> • How are tamariki supported to reach their potential, including learning in an education environment and learning new skills?

Whānau of tamariki in care	Caregivers including whānau and non-kin caregivers
<ul style="list-style-type: none"> How are whānau supported to have strong and positive relationships and connections with their tamaiti? How are whānau enabled to support their tamaiti to be connected to their culture? 	<ul style="list-style-type: none"> How do caregivers support the tamaiti to have strong and positive relationships and connections with their whānau, hapū, iwi or wider family? How are caregivers supported to provide this?
<ul style="list-style-type: none"> How are whānau supported to have a voice in decisions about their tamaiti? This includes a voice into assessments, plans, recreational activities, and a voice when things aren't going well (complaints). 	<ul style="list-style-type: none"> How do caregivers enable the tamaiti to have a voice in decisions that impact on them (including day to day decisions within the home), a voice into assessments, plans, recreational activities, and when things are going well (complaints)? How are caregivers supported to provide this?
<p>Where relevant:</p> <ul style="list-style-type: none"> How are whānau supported to enable their tamaiti to successfully transition home? How are whānau supported to create a stable, safe, loving and caring home for their tamaiti? 	<ul style="list-style-type: none"> How do caregivers create a stable, safe, loving and caring home for the tamaiti? How are caregivers supported to provide this?
<ul style="list-style-type: none"> How are whānau supported to maintain positive relationships with people important to their tamaiti, including caregiver and social worker? 	<ul style="list-style-type: none"> How do caregivers enable the tamaiti to have positive relationships with important people in their lives including, the caregiver and others in the home, friends, and social worker? How are caregivers supported to provide this?
<ul style="list-style-type: none"> How are whānau supported to enable their tamaiti to have a good life and have their health needs met? 	<ul style="list-style-type: none"> How do caregivers enable the tamaiti to have their wellbeing nurtured and their health needs met? How are caregivers supported to provide this?
<ul style="list-style-type: none"> How are whānau supported to enable their tamaiti to learn, including in education, learning new skills, and learning about their culture? 	<ul style="list-style-type: none"> How do caregivers enable the tamaiti to reach their potential, including learning in education and learning new skills? How are caregivers supported to provide this?

8b. What we ask monitored organisations and system agencies

System dimensions Outcomes	He patai mātua	Culture and Leadership Physical environment, culture on site, and leadership provided to guide practice
Whanaungatanga  <p>Tamariki and rangatahi have strong, healthy and positive relationships and connections with their family, whānau, hapū, iwi and people around them.</p>	<p>How are tamariki and rangatahi supported to have strong and positive relationships and connections with their whānau, hapū, iwi or wider family?</p> <p>This includes strong connections to their culture and identity.</p>	<p>How does the culture and leadership of the site support this to happen?</p> <p style="text-align: right;">● <i>Repeat question for all outcomes</i></p>
Rangatiratanga  <p>Tamariki and rangatahi, alongside their whānau, are involved, empowered and supported to become self-determining, and leaders in their own lives.</p>	<p>How are tamariki, rangatahi and their whanau supported to feel empowered and have a voice including a voice in decisions about them?</p> <p>This includes a voice into assessments, plans, recreational activities, and to speak out when things aren't going well for them (including making a complaint).</p>	
Aroha  <p>Tamariki and rangatahi feel loved, supported, safe and cared for and are capable of receiving kindness through love and giving love to others.</p>	<p>How are tamariki and rangatahi supported to feel stable, safe, loved, and cared for?</p> <p>This includes supporting them when their placement changes or when they transition to independence or back home.</p>	
Manaakitanga  <p>Tamariki and rangatahi have positive reciprocal relationships based on genuine care, generosity and respect. Parents, caregivers and whānau have what they need to meet the needs of tamariki.</p>	<p>How are tamariki and rangatahi supported to have positive relationships with other people in their lives, and supported to have what they need?</p> <p>Tamariki having what they need includes a good standard of material wellbeing, quality housing, food, and access to technology and other resources that support them to thrive.</p>	
Kaitiakitanga  <p>Tamariki and rangatahi feel protected, and are kept safe by having all aspects of their wellbeing acknowledged, nurtured and supported.</p>	<p>How are tamariki and rangatahi supported to have their wellbeing nurtured and their health needs met including tamariki and rangatahi with disabilities?</p>	
Mātauranga  <p>Tamariki and rangatahi are learning and developing their skills and knowledge about themselves, their culture, their potential, their future, and their role/place in this world.</p>	<p>How are tamariki and rangatahi supported to know and develop their potential, including learning in an education environment and learning new skills?</p>	<p style="text-align: right;">↓</p>

Appendix 9: Qualitative analysis

Monitoring visits to communities

The following tables below breakdown by location and interviewee type, the numbers of engagements and participants that contributed to our qualitative data.

Numbers of engagements and participants that contributed to our qualitative data, by location

Region	Number of engagements	Number of participants
Total	226	612
Mangere and Otahuhu	48	182
Blenheim and Kaikoura	19	67
Tairāwhiti, Gisborne	32	78
Kaitaia	28	76
Porirua and Paraparaumu	76	165
Westport, Greymouth, Hokitika	23	44

Numbers of engagements and participants that contributed to our qualitative data, by interviewee type

Region	Number of engagements	Number of participants
Total	225	612
Total service delivery (monitored agencies and system agencies)	149	461
Total monitored agencies	68	213
Barnardos	3	5

Dingwall Trust	3	8
Open Home Foundation	5	13
Oranga Tamariki	57	187
Total system agencies	81	248
Health	10	45
Education	11	40
Police	5	15
Māori NGOs	27	57
Non-Māori NGOs	21*	72
Other (such as lawyer for child)	5	11
Mixed groups	2	8
Total service recipients	76	151
Caregivers	45	78
Tamariki and rangatahi	25	59
Whānau	6	14

Notes* One engagement involved a mix of different NGO providers. It was not appropriate to assign it as Māori or non-Māori

Data-analysis process and methods

We used NVivo to analyse the data we collected from our visits to organisations that provide services, and from our meetings with tamariki in care, whānau and caregivers. NVivo is a qualitative analysis tool that can keep track of large amounts of data.

Analysis methods

We used mixed-method analysis that included a te ao Māori approach and social science methodologies. Our analysis used deductive and inductive approaches:

The deductive approach is based on the outcomes and system elements in the Monitor’s Assessment Matrix (see Appendix 5).

The inductive approach is based on data we had gathered during some pilot monitoring visits in late 2020. We used these visits to test our tools, collateral, interview processes and questions. The data from those visits helped us understand the kind of information we would collect and the code groups that we would need to capture this information.

Analysis schedule

The information we collected during community visits was subjected to a thorough analysis process, to ensure it was analysed consistently and accurately.

First, we developed an analysis schedule to guide the analysis process – from gathering raw data and organising it logically, through to understanding the information (see Figure 30).

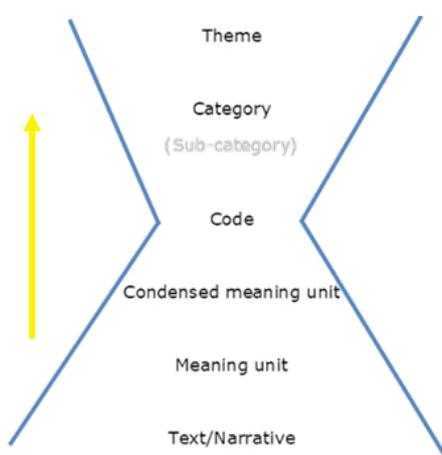


Figure 30 Our analysis schedule

The schedule follows an hourglass-shape approach. It starts at the bottom of the hourglass, by gathering raw information in the form of text (for example, interview notes, posters and post-it notes), which we depersonalise. The text is then sliced into paragraphs and sentences called ‘meaning units’, which each contain an important meaning. Information assigned to the same meaning unit shares the same inherent meaning. Then, the meaning units are condensed into specific groups of sentences that are ultimately reduced to ‘codes’. The codes

are then grouped into categories, before, finally, the categories are grouped into themes by outcomes from the Outcomes Framework and system elements from the Assessment Matrix. Each code was categorised as negative (a barrier) or positive (an enabler). For example, references to social workers visiting tamariki at the frequency specified in their plans are one meaning unit that we coded “engagement–enabler.” Conversely, references to poor-quality visits by social workers are a separate meaning unit that we coded “engagement–barrier.” We then grouped the engagement code with other codes under the service-experience element “Services and support work well for me.” A theme that emerged, from meaning units coded to engagement, was relationships. This theme falls under the manaakitanga outcome. This example is illustrated in the below table.

Example of how raw text is converted into themes using the analysis schedule

Theme	Manaakitanga
Category	Services and support work well for me
Code	Engagement–enabler
Meaning unit	Social workers visiting tamariki at the frequency specified in their plans
Text	<i>“My social worker visits me every two weeks and always asks me if there is anything I need, or they can help with. I feel I could tell them if something was up.”</i>

Coding

NVivo organises information into codes, which are the smallest units of analysis. Grouping interview data into codes helps us organise and report on the main information we collect during interviews.

We created two coding structures: one for each of the service-delivery interviews and one of the service-recipient interviews. Service delivery refers to any agency that delivers services to tamariki in care. These are the four monitored agencies and system agencies (this includes health and education agencies, New Zealand Police and NGOs). Service recipients are the people that receive services from the service-delivery agencies. These are caregivers and whānau of tamariki in care, and tamariki and rangatahi themselves.

Each coding structure has three layers:

Outcomes

System elements and experiences

System enabler or barrier, and positive or negative experience.

The specific codes assigned to pieces of qualitative information are informed by the Monitor's Outcomes Framework, the NCS Regulations, the elements in the Assessment Matrix and the code definitions.

Analysis process

After compiling and merged our notes from each community engagement, we reviewed them and removed any sensitive or identifiable information. We then uploaded the notes into NVivo.

Beginning with a wānanga process, a group coded the notes from tamariki, rangatahi, whānau and caregivers. This process ensured the voices of service recipients were respected; it also contributed to robust analysis, by ensuring the group had a clear and consistent understanding of the codes. Next, smaller sub-groups coded the information from the service-delivery agencies.

The groups and sub-groups determined what code, category and theme to assign a meaning unit to. They then determined if the information referred to a barrier or enabler, and whether it reflected a positive or negative experience.

Quality assurance

Text and narrative from community visits were revisited and checked by people who had taken part in the visits, to check that nothing had been missed. After information had been coded, the data was merged into one dataset. The coding was then checked to ensure codes had been assigned consistently. Overall, the level of inaccuracy was 5.69 percent.

Queries

After the quality-assurance process, the dataset was analysed by NVivo.

The qualitative analysis focuses on the number of times that a group or cohort mentioned a code or theme. We used a range of queries to explore the most frequently assigned codes, categories and themes for different cohorts, which included tamariki and rangatahi Māori and tamariki with disabilities.

Quotations

We identified quotations from individuals that represented the main themes emerging from the data analysis. These quotations feature in the report.

Main findings from monitoring visits to communities

The people we spoke to made 4061 references to barriers or enablers to delivering outcomes: 58 percent were coded as barriers and 42 percent were coded as enablers.

System element	Number of references		Total	Percentage
	Service-delivery staff	Tamariki, whānau and caregivers		
Culture and leadership	161	11	172	4
Barriers	44	4	48	
Enablers	117	7	124	
Tools and resources	538	96	634	16
Barriers	350	63	413	
Enablers	188	33	221	
People	570	82	652	38
Barriers	232	37	269	
Enablers	338	45	383	
Services and support work well for me	1043	498	1541	26
Barriers	601	322	923	
Enablers	442	176	618	
Services and support work well together	900	162	1062	16
Barriers	600	116	716	
Enablers	300	46	346	
All elements	3212	849	4061	100
Barriers	1827	542	2369	58
Enablers	1385	307	1692	42

Numbers of engagements and participants that contributed to our qualitative data, by interviewee type

Of the five system elements in the Assessment Matrix (see Appendix 5), “Services and support works well for me” was the most frequently coded barrier and an enabler. The people we spoke to made 1541 references to this element as a *barrier*: 65 percent of references were

made by service-delivery staff and 35 percent of references were made by tamariki, whānau and caregivers. Of the references to it as an *enabler*, 72 percent were made by service-delivery staff and 28 percent were made by tamariki, whānau and caregivers.

The “Services and support work well together” element was the second most frequently coded system element. Of the 1062 references to this element as a barrier, 84 percent were made by service-delivery staff and 16 percent were made by tamariki, whānau and caregivers.

The “Culture and leadership” and “People” system elements were more frequently referenced as enablers than barriers. “Culture and leadership” made up 4 percent of all references and “People” made up 16 percent of all references. The “Tools and resources” and “Services and support work well together” elements were referenced more frequently as barriers than as enablers.

These findings can help agencies consider existing areas of good practice related to people, tools and resources, for example, and highlight which areas to focus on to make continuous improvement.

Appendix 10: Additional information about outcomes

This appendix provides explanations, tables and charts that complement the ‘Outcomes for tamariki and rangatahi’ section. The appendix uses the same structure as that section. In-text references to the tables and charts in this appendix are also located in the relevant sub-sections of ‘Outcomes for tamariki and rangatahi’.

The table below documents the contents of this Appendix where referenced in the body of the report.

Outcome	Subject	Page reference
Manaakitanga	Oranga Tamariki – Assessing life skills	Page 52
	Oranga Tamariki – Prepare to Care training modules	Page 57
Rangatiratanga	Oranga Tamariki – Involving tamariki in care transitions	Page 77
	Oranga Tamariki – Monitoring care transitions	Page 77
Aroha	Oranga Tamariki – Supporting caregivers	Page 91
	Oranga Tamariki – Practice requirements	Page 98
	Open Home Foundation – Understanding the needs of tamariki and their foster parents	Page 101
	Open Home Foundation – Handling allegations of neglect and abuse	Page 101
Kaitiakitanga	Oranga Tamariki – Assessing and meeting mental health needs	Page 105
Mātauranga	Oranga Tamariki – accessing education, training and employment	Page 115

Manaakitanga

Assessing life skills

NCS Regulation 75 covers the assessment and support needs of rangatahi transitioning from care to adulthood. In our request for self-monitoring information, we asked “For those transitioning to adulthood, has an assessment of their knowledge of safe and positive relationships been supported?”

Oranga Tamariki explains that its data is not sufficiently detailed to show assessments of rangatahi knowledge of specific areas (such as safe and positive relationships). Instead, using its Transition to Adulthood Services QPT, Oranga Tamariki provided data on the completion of life-skills assessments.

Oranga Tamariki reports that 732 rangatahi aged 16 and 17 years-old were eligible for transition services during the reporting period. It reviewed a sample of 268 cases to assess the extent to which life skills assessments had been completed. Half of the sample (136 rangatahi) had not had a life skills assessment completed at all; assessments were completed in full for nine percent (23 rangatahi).

Quality Practice Tool findings for completion of life skills assessment

Extent completed	Assessments	Percentage
Fully	23	9%
To a large extent	23	9%
To some extent	47	18%
Only a little	39	15%
Not at all	136	51%
Total	268	100%

Source: September 2020 Transition to Adulthood Services QPT

Supporting Caregivers

NCS Regulation 57 (1) requires that caregivers are given information to help them understand their roles and responsibilities to meet the needs of tamariki in their care. In our request for self-monitoring information we asked “Has information been provided to caregivers on their roles and responsibilities to meet the needs of tamariki?”

While Oranga Tamariki cannot provide assurance of this measure, it gave us details of its six *Prepare to Care* learning modules which caregivers are required to complete.¹³⁴

This partially answers our question, as, if completed the modules will help caregivers understand their roles and responsibilities to provide trauma-informed care. From 1 July 2021, Oranga Tamariki started collecting data on caregiver attendance at this training.

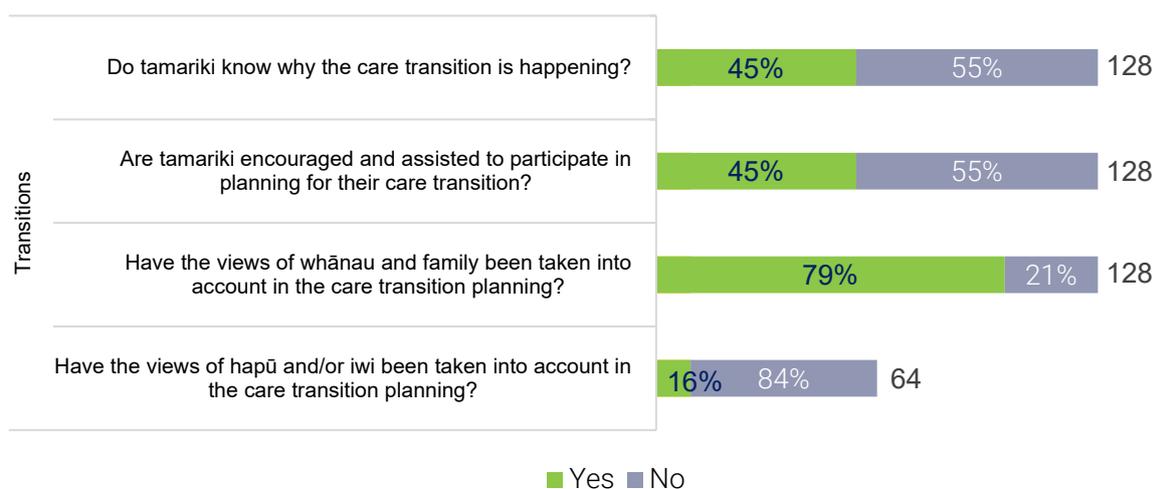
The modules are:

- *Haere Mai, Nau Mai – Welcome to Our Whare (home)* – to sensitively and appropriately welcome tamariki into the home of caregiving whānau.
- *Caring for Tamariki – The Role of the Caregiver* – to understand what it means to be a caregiver for te tamaiti in the custody of Oranga Tamariki and how we will support caregiving whānau.
- *Guardianship and Custody* – to understand legal requirements and responsibilities.
- *Understand the Experiences of Tamariki in Care – Trauma-Informed Care* – to understand trauma, and how to respond to tamariki who have experienced trauma.
- *Responding to Emotional Distress* – to keep tamariki in your care, and your caregiving whānau, safe and well.
- *Safe Caring* – to keep yourself, your whānau and tamariki in your care safe.

Rangatiratanga

Involving tamariki and rangatahi in planning transitions to new care placements

Several NCS Regulations focus on preparing and supporting tamariki and rangatahi who move between care placements; either planned or unplanned. Of the 700 casefiles that Oranga Tamariki reviewed, 128 tamariki (18 percent) had a planned care transition. Figure 29 shows the proportion of planned care transitions that were compliant with NCS Regulations 73(1)(a).¹³⁵



Oranga Tamariki self-monitoring findings for NCS Regulations mapped to Rangatiratanga

Note: This data relates to the 128 tamariki that had a planned care transition during the reporting period.

When there are fewer than 128 responses for a measure, this reflects whether it relates to tamariki Māori.

Source: Oranga Tamariki Casefile analysis. Note: Totals represent the numbers of cases reviewed as relevant by Oranga Tamariki.

Monitoring care transitions

NCS Regulation 74(1) requires care transitions to be monitored and supported to ensure they are positive.

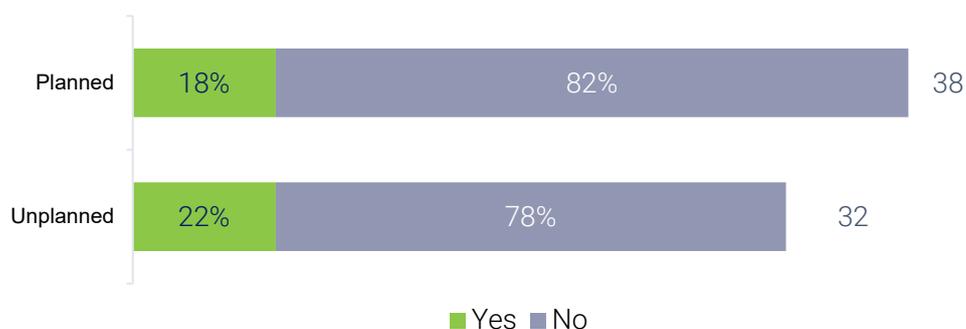
The Oranga Tamariki Practice Centre provides this comment about monitoring and supporting care transitions:

Tamariki and rangatahi will feel sensitive, uncertain, and vulnerable in any situation where they need to enter a new care environment or change their placement. They are at risk of feeling they have no control over their lives and wellbeing. Even if tamariki and rangatahi don't show obvious signs or don't speak openly about the change, the impacts can be deep, shaking confidence and stability, and potentially impacting on mental and physical wellbeing – short and long term. We need to support tamariki and rangatahi effectively through trauma-informed practice.

When monitoring care transitions, the Oranga Tamariki Practice Centre says social workers need to visit tamariki and rangatahi more regularly during the transition period to help them settle and to monitor their plan. The practice requirements in the care-transition policy rely on regular visits happening.

Transitions home

For 70 tamariki that returned home during the reporting period, 38 transitions (54 percent) were planned and 32 transitions (46 percent) were unplanned. The figure below shows that, 18 percent of planned transitions home were visited weekly until the plan was reviewed. Of the tamariki that had unplanned transitions home, 22 percent were visited weekly until their plan was reviewed.

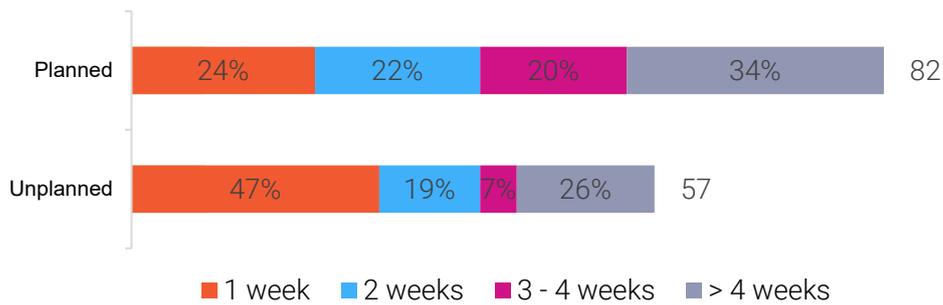


Oranga Tamariki performance against measure about monitoring visits when transitioning home

Note: This data relates to the 70 tamariki that had a transition home during the reporting period.

Transitions to another care placement

Of the 139 tamariki that transitioned to a new care placement during the reporting period, 82 transitions (59 percent) were planned, and 57 transitions (41 percent) were unplanned. Nearly half (47 percent) of those tamariki who had unplanned care transitions, were visited within the first week, compared with a quarter (24 percent) of those who had planned transitions.



Oranga Tamariki data about monitoring visits when transitioning to another caregiver

Note: This data relates to the 139 tamariki that had a transition to another care placement during the reporting period.

Source: Oranga Tamariki Casefile analysis

Aroha

Supporting caregivers

NCS Regulations 45 and 49 relate to assessment and approval processes for caregivers. We asked Have the assessment and approval processes been followed for all approved caregivers?¹³⁶ In response, using its QPT, Oranga Tamariki provided data for a sample of 206 cases between October 2020 and June 2021. We are treating this data cautiously, due to limitations of the PQT, discussed further in Appendix 7.

Areas of caregiver assessment and approval

QPT results	Fully	To a large extent	To some extent	A little	Not at all	Not applicable or blank
The caregiver's experience, skills and attitudes were considered	85	74	39	2	0	6
The caregiver's ability to respond to the needs and advance the wellbeing of the tamaiti was considered	74	81	45	1	0	5
The caregiver's cultural competency was considered	74	82	34	12	1	3

The needs, strengths and circumstances of the caregiver and their household were considered	92	79	29	2	0	4
The safety, adequacy and appropriateness of the physical caregiving environment was considered	109	69	17	1	1	9
The support and capability building the caregiver and their household might need to help them provide care was considered	62	81	42	14	1	6
The likely effects on the tamaiti and the household was considered	53	69	56	15	6	7
Any other factors within the caregiving household or related to the tamaiti were considered	44	65	43	18	7	29
Total	593	600	305	65	16	69
Total percentages	36%	36%	19%	4%	1%	4%

Source: Oranga Tamariki Caregiver QPT

Handling allegations of abuse and neglect

NCS Regulation 69 outlines the chief executive's duties when an allegation of abuse or neglect is made about tamariki and rangatahi in care.

Oranga Tamariki

Oranga Tamariki has set 12 practice requirements that, if followed, would assure it is compliant with NCS Regulation 69 and their practice is at a standard above what is required in the NCS Regulations.

Oranga Tamariki practice requirements as they compare to the NCS Regulations

Practice requirement (Practice standards)		NCS Regulation (Care Standards)
1	Completing safety screen on time	Regulation 69 (2)(a)
2	Completing all investigations or assessments on time (caregiver and tamariki under/over 5 years)	Regulation 69 (2)(a)
3	Informing child of outcome	Regulation 69 (2)(c)
4	Reviewing child's plan	Regulation 69 (2)(d)
5	Identifying support for a child	Regulation 69 (2)(d)
6	Informing current care provider of the outcome	Not included in the NCS Regulations
7	Informing notifier of the outcome	Not included in the NCS Regulations
8	Informing parent/guardian of the outcome	Not included in the NCS Regulations
9	Informing alleged abuser of the outcome	Not included in the NCS Regulations
10	Reviewing caregiver support plan	Regulation 69 (2)(d)
11	Entering records without missing information	Regulation 69 (2)(b)
12	Findings corrected	Regulation 69 (2)(b)

Open Home Foundation

The table below lists Open Home Foundations' responsibilities when allegations of abuse or neglect are made about tamariki and rangatahi in its care. In this reporting period, Open Home Foundation reported 11 cases of abuse and neglect.

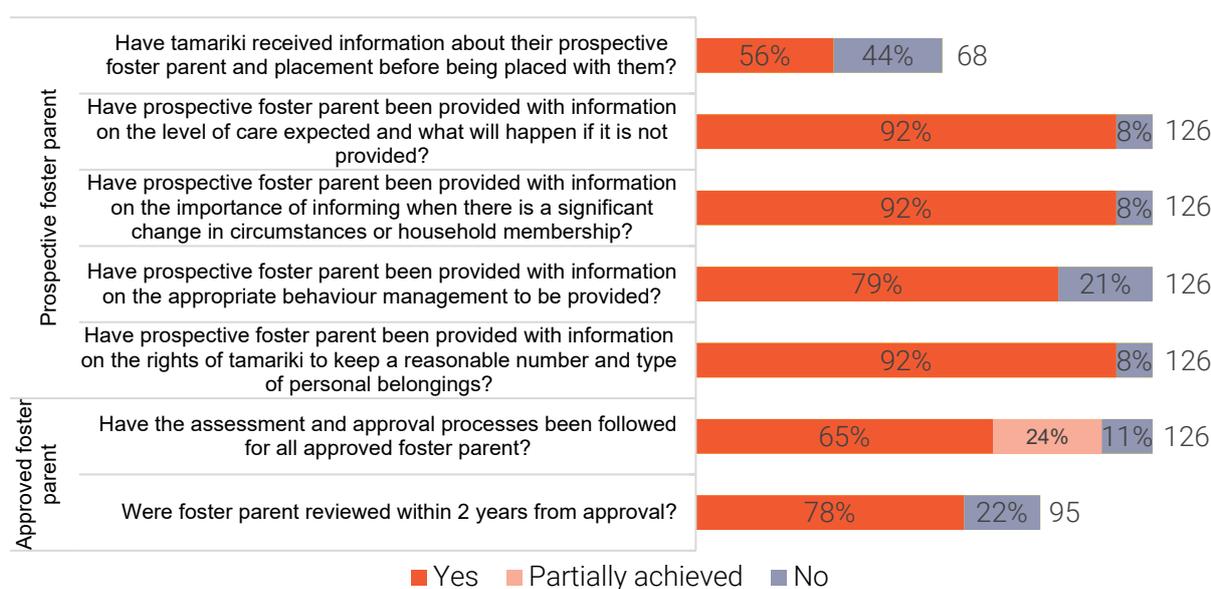
Response to Allegations of abuse and neglect

Regulation 69 duties	Response	
	YES	NO
Have all reports of concern of abuse or neglect for tamariki while in care been responded to?	11	0
Was the response to reports of concern prompt? ¹³⁷	11	0
Was the information about abuse allegation/s recorded and reported in a consistent manner?	11	0
Where appropriate, were tamariki informed of the outcome of the abuse allegation/s?	8	3
Were required steps taken in response of this allegation for this tamariki?	11	0

Source: Open Home Foundation's administrative data for all tamariki in their custody.

Understanding the needs of tamariki and their foster parents

The figure below lists eight measures relating to information, approvals, and the monitoring of foster parents by Open Home Foundation.



Open Home Foundation's self-monitoring caregiver findings for NCS Regulations mapped to Aroha.

Note: This data comes from Open Home Foundation's administration database, which contains data for each of its 126 caregivers.

The measure "Have tamariki received information about their prospective caregivers and placements before being placed with them?" excludes tamariki who are too young to understand the information at the time they were placed or who are placed with whānau who they already know well. The lower number of caregivers reviewed within two years, reflect caregivers who have not yet been fostering for that length of time.

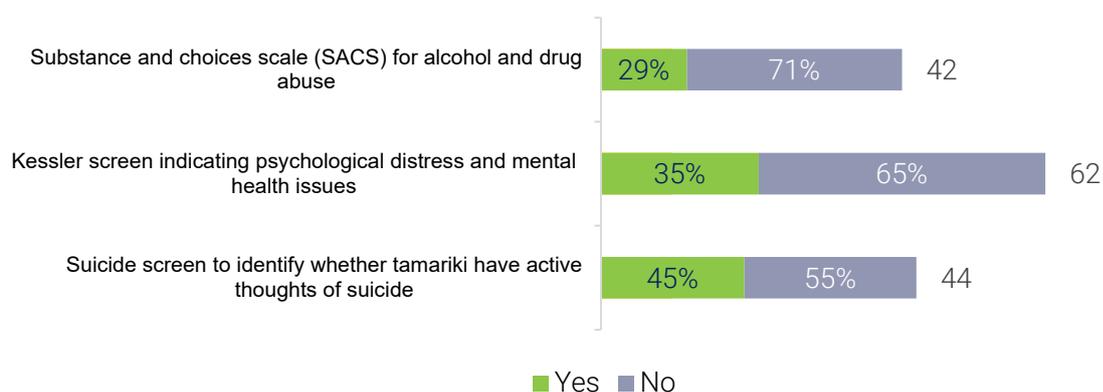
Source: Open Home Foundation's administrative data for all tamariki in their custody. Note that the question on whether tamariki received information, those deemed not applicable included tamariki who do not have the ability to understand at the time of placement due to age or are placed with whānau who they know well. The totals represent those for whom the measure was relevant.

Kaitiakitanga

Assessing and meeting mental health needs

NCS Regulations 13(2)(b) and 13(2)(c) consider the current and projected psychological health needs of tamariki, and assistance they need to recover from the effects of trauma, and alcohol or drug misuse.

SKS screens¹³⁸ are designed for children aged 12 years and over. Oranga Tamariki uses SKS screens to assess whether tamariki and rangatahi are dealing with substance abuse, suffering psychological distress, or are at risk of death by suicide. The figure below shows the number of times that Oranga Tamariki used SKS screens compared with the number of times these concerns were raised.



Oranga Tamariki self-monitoring findings of SKS screening for NCS Regulations mapped to Kaitiakitanga.

Note: This data comes from Oranga Tamariki casefiles.

The total number for each measure represents the number of cases when the concern was raised, when no other service was engaged and when the screening tool was needed.

Mātauranga

Accessing education, training, and employment

Tamariki under six years

NCS Regulations 36 and 37 state that tamariki in this age band must be enrolled in education, providing it is in their best interests.

Oranga Tamariki has 1698 tamariki under six years in its care. This group is 24 percent of all tamariki and rangatahi in its care. The table below shows the enrolment status of these tamariki.

Education status for children in care under six years of age

Education status	Number	Percentage
Centre based ECE	603	36
Home based ECE	62	4
Kindergarten	129	8
Kohanga Reo	129	8
Play Centre	21	1
Playgroup	4	0.2
School	212	12
Enrolled, not attending	0	0
Not enrolled	23	1
Not recorded	515	30
Total	1698	100

Education status of tamariki under six years in Oranga Tamariki care

Note: This data comes from the CYRAS database.

The data includes 109 tamariki who are less than one year old. Some, but not all, are enrolled in ECE. The percentages may not add up to 100 due to rounding.

Tamariki and rangatahi aged 6 – 15 years

NCS Regulation 38 states that tamariki and rangatahi in this age band must be enrolled in a registered school. If there is a dispute about enrolment in school, which is not resolved, it can result in legal proceedings.¹³⁹

Oranga Tamariki has 3972 tamariki and rangatahi aged 6 of 15 years in its care. This group is 56 percent of all tamariki and rangatahi in its care. The table below shows the enrolment status of these tamariki and rangatahi.

Education status of tamariki and rangatahi aged 6 to 15 years in Oranga Tamariki care

Education status for children in care aged 5 to 15 years old

Education status	Number	Percentage
Early childhood education	95	2
Home School	29	1
School	3596	91
Alternative education or correspondence	70	2
Tertiary, training, or employment	11	0.3
Enrolled, not attending	16	0.4
Not enrolled	32	1
Excluded/expelled	3	0.1
Not recorded	120	3
Total	3972	100

Note: This data comes from the CYRAS database. The percentages may not add up to 100 due to rounding.

Rangatahi aged 16 years

NCS Regulation 39 states that rangatahi in this age band must be helped to enrol at a registered school or in tertiary education, or to seek employment.

Oranga Tamariki has 1386 tamariki and rangatahi aged over 15 years in its care. This group is 20 percent of all tamariki and rangatahi in its care. The table below shows the enrolment status of these rangatahi.

Education, training or employment status of rangatahi aged over 15 years in Oranga Tamariki care

Education status	Number	Percentage
Home School	5	0.4
School	893	64
Alternative education or correspondence	95	7
Apprenticeship	2	0.1
Tertiary, training, or employment	171	12
Work and Income benefit	10	1
Work and Income programme	2	0.1
Enrolled, not attending	7	1
Not enrolled	71	5
Excluded/expelled	8	1
Not recorded	122	9
Total	1,386	100

Note: This data comes from the CYRAS database. The percentages may not add up to 100 due to rounding.

Endnotes

- 1 “Care or custody, in relation to a child or young person, means being subject to an order for custody or sole guardianship or to a care agreement, in favour of (or naming as the carer) the chief executive of Oranga Tamariki—Ministry for Children, an iwi social service, a cultural social service, or the director of a child and family support service, as the case requires.” Oranga Tamariki (National Care Standards and Related Matters) Regulations 2018.
- 2 Residences are secure facilities designed to care for tamariki and rangatahi whose behaviour is a serious risk to themselves or others.
- 3 Oranga Tamariki Ministerial Advisory Board Interim Report, Kahu Aroha. July 2021, page 9
- 4 A Gateway assessment is an interagency process between Oranga Tamariki, and health and education service providers. It helps to identify the health and education needs of tamariki in care, and ways to address those needs.
- 5 Oranga Tamariki. (2021). Oranga Tamariki Future Direction Action Plan. Retrieved from <https://www.orangatamariki.govt.nz/assets/Uploads/About-us/News/2021/MAB-report-action-plan-release/OT-Future-Direction-Action-Plan.pdf>
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- 7 Statistics New Zealand, Office of the Children’s Commissioner. Many young New Zealanders identify with more than one ethnicity; therefore, the percentages add up to more than 100%.
- 8 Oranga Tamariki Ministry for Children & Office of the Children’s Commissioner. (2019). *What Makes a Good Life? Children and Young People’s Views on Wellbeing*. Retrieved from
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- 10 Unicef. (n. d.). *The 42 Rights of a Child*. Retrieved from <https://www.unicef.org.nz/child-rights>
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- 14 New Zealand is a member of the Organisation for Economic Co-operation and Development (OECD).
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- 17 Oranga Tamariki Voices of Children and Young People Team. (2019). *Experiences of Education for Children in Care. Part 2: Review of New Zealand Government Data*. Wellington, New Zealand: Oranga Tamariki—Ministry for Children
- 18 Oranga Tamariki residences are monitored and reviewed by the Office of the Children’s Commissioner.
- 19 Robinson, E. A. (2020). *The Outcomes of Placement Instability in Out of Home Care: A Literature Review*. [Master’s thesis]. University of Canterbury: Christchurch, New Zealand. Retrieved from

- https://ir.canterbury.ac.nz/bitstream/handle/10092/100731/Robinson%2C%20Anne_Master%27s%20Thesis.pdf?sequence=1
- 20 Tarran-Sweeney, M. (2016). The Developmental Case for Adopting Children from Care. *Clinical Child Psychology and Psychiatry*, 21(4), 497–505. Retrieved from <https://journals.sagepub.com/doi/pdf/10.1177/1359104516670277>
- 21 King, G. (2021). *New Zealand's Home for Life Policy: A Qualitative Study Exploring Perceptions of Home for Life Parents*. [Master's thesis]. University of Canterbury: Christchurch, New Zealand. Retrieved from https://ir.canterbury.ac.nz/bitstream/handle/10092/101829/King%2C%20Georgia_Master%27s%20Thesis.pdf?sequence=1&isAllowed=y
- 22 New Zealand Government. (2019). *Child and Youth Wellbeing Strategy 2019*. Department of the Prime Minister and Cabinet. Retrieved from <https://childyouthwellbeing.govt.nz/sites/default/files/2019-08/child-youth-wellbeing-strategy-2019.pdf>
- 23 Te Puni Kōkiri. (2016). *The Whānau Ora Outcomes Framework*. Retrieved from <https://www.tpk.govt.nz/docs/tpk-wo-outcomesframework-aug2016.pdf>
- 24 Oranga Tamariki. (2018). Outcomes Framework. [webpage]. Retrieved from <https://www.orangatamariki.govt.nz/about-us/how-we-work/outcomes-framework/>
- 25 Unicef New Zealand. (2019). *Te Hiranga Tamariki*. Retrieved from <https://www.unicef.org.nz/stories/te-hirigina-tamariki-a-wellbeing-model-for-tamariki-ma-ori>
- 26 For information on the Rangatahi Suicide Prevention Fund, visit Te Puni Kōkiri's website: <https://www.tpk.govt.nz/en/whakamahia/rangatahi-suicide-prevention>
- 27 Durie, M. (1998). *Whaiora: Māori Health Development* (2nd ed.). Auckland, New Zealand: Oxford University Press.
- 28 Office of the Children's Commissioner. (2018). Mana Mokopuna. Retrieved from <https://www.occ.org.nz/assets/Uploads/Mana-Mokopuna-Web-PDF-Pages3.pdf>
- 29 'Strengths-based' means using known strengths or past positive experiences to solve problems and deal with concerns; looking for strengths in people that they can use to support themselves and stay safe; enquiring about why and how, rather than blaming or judging.
- 30 Colmar Brunton. (2007). *Satisfaction and Trust in the Sate Services – Report*. Retrieved from <https://www.publicservice.govt.nz/assets/Legacy/resources/satisfaction-trust-07.pdf>
- 31 Colmar Brunton. (2007). *Satisfaction and Trust in the Sate Services – Report*. Retrieved from <https://www.publicservice.govt.nz/assets/Legacy/resources/satisfaction-trust-07.pdf>
- 32 The Modernising Child, Youth and Family Panel. (2016). *Investing in New Zealand's Children and their Families*. Ministry of Social Development: Wellington. Retrieved from <https://www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/corporate/expert-panel-cyf/investing-in-children-report.pdf>
- 33 Oranga Tamariki (National Care Standards and Related Matters) Regulations 2018. Retrieved from <https://www.legislation.govt.nz/regulation/public/2018/0111/latest/whole.html#LMS56191>
- 34 Oranga Tamariki Ministerial Advisory Board Interim Report Kahu Aroha, July 2021, page 35
- 35 We excluded some interviews from our analysis, because the participants did not want their views to be included in the report or withdrew during the interview. When only a few people were interviewed in one area, we completed a privacy assessment to determine whether to include an interview in the report.
- 36 Te Mana Whakamaru Tamariki Motuhake | Independent Children's Monitor. (n.d.). Ngā Kete Rauemi. [webpage]. Retrieved from <https://www.icm.org.nz/nga-kete-rauemi/>
- 37 The Waitangi Tribunal. (2021). He Pāharakeke, He Rito Whakakīkinga Whāruarua Oranga Tamariki Urgent Inquiry. Retrieved from https://forms.justice.govt.nz/search/Documents/WT/wt_DOC_171027305/He%20Paharakeke%20W.pdf
- 38 Oranga Tamariki. (2019). The Tuituia Framework and Domains. [webpage]. Retrieved from <https://practice.orangatamariki.govt.nz/our-work/practice-tools/the-tuituia-framework-and-tools/the-tuituia-framework-and-domains/>

- 39 Oranga Tamariki defines a current assessment as one that has been completed or modified in the past 12 months.
- 40 Relates to Regulations 22 (1)(b)(ii) and 15 (b)(i) of the NCS Regulations.
- 41 Oranga Tamariki defines a current plan as one that has been reviewed in the past 12 months.
- 42 Relates to Regulation 18(1) of the NCS Regulations.
- 43 According to Oranga Tamariki, the learning modules draw on mātauranga Māori and the agency's obligations under the NCS Regulations and section 7AA of the Oranga Tamariki Act 1989.
- 44 Relates to Regulation 58(b) and 62(2) of the NCS Regulations.
- 45 Open Home Foundation sends its annual Better Off Survey to all caregivers, rangatahi aged 12 years and over who are in care, and the whānau of tamariki in its custody.
- 46 Child and Adolescent Needs and Strengths (CANS) assessment is an internationally recognised assessment and planning tool.
- 47 Relates to Regulations 7 (1)(a)(b), 18 (1), 10 (2)(b), 30 (2),(3)(a) of the NCS Regulations.
- 48 Open Home Foundation defines a current assessment as one that has been completed within three weeks of tamariki entering care or changing their placement and is repeated every six months.
- 49 Open Home Foundation uses the term 'foster parents' rather than caregivers.
- 50 Open Home Foundation defines 'promptly' as within 20 working days of the financial need being identified.
- 51 This result represents the views of five parents only.
- 52 Relates to Regulations 44 (2)(a)(d)(n), 58 (a)(b), 61 (1) of the NCS Regulations.
- 53 Boulton, A. F., Potaka-Osbourne, G., Cvitanovic, L., & Williams Blyth, T. (2018). E Tipu E Rea: The Care and Protection of Indigenous (Māori) Children. *New Zealand Law Journal*, 3.
- 54 Howe et al, 1999. Op. cit.
- 55 Questions asked relate to 10 (1)(a)(b), 18 (1) 30 (2),(3)(a), 31 (1),(3)(a) and 34 (1)(2)(c) of the NCS Regulations.
- 56 Atwool, N. (2008). *Who cares? The Role of Attachment Assessments in Decision-Making for Children in Care*. [Thesis, Doctor of Philosophy]. Retrieved from <http://hdl.handle.net/10523/4965>
- 57 Oranga Tamariki surveyed 1545 tamariki and rangatahi who were in care during 2019/20. Participants were eligible if they were aged between 10 and 17 years old; in custody of the chief executive under a care and protection order for longer than 31 days; and not living in a youth justice residence or community home.
- 58 Oranga Tamariki. (2021). *Te Mātātaki 2021*. Retrieved from <https://www.orangatamariki.govt.nz/assets/Uploads/About-us/Research/Latest-research/Te-Matataki/Te-Matataki-Report-2021.pdf>
- 59 Relates to Regulation 32 (2)(b) of the NCS Regulations.
- 60 Using transition assessments and plans to help rangatahi Māori maintain and strengthen their cultural identity and connections with whānau relates to Regulation 74 (1) and Regulation 75 (3)(b)(iv) of the NCS Regulations.
- 61 These questions related to 10 (1)(b), 18 (1), 30 (2),(3)(a) and 44 (2)(k)(l) of the NCS Regulations.
- 62 Relates to Regulations 10 (1)(a)(b), 20, 12 (2) of the NCS Regulations.
- 63 Human Rights Commission. (2020, 23 November). Human Rights Commission Welcomes Calls for Transformation of Oranga Tamariki. [webpage]. Retrieved from <https://www.hrc.co.nz/news/human-rights-commission-welcomes-calls-transformation-oranga-tamariki/>
- 64 United Nations. (2008). United Nations Declaration on the Rights of Indigenous Peoples. Retrieved from https://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf
- 65 O'Sullivan, D. (2001). Māori Education and Principles of Self-Determination in the Twenty-First Century. *Waikato Journal of Education*, 7, 157–170. Retrieved from
- 66 Human Rights Commission. (2020, 23 November). Op. cit.s://hdl.handle.net/10289/6274
- 67 Relates to Regulations 10(2)(a)(i)(ii), 10(3)(a), 18(1), (2)(b), 18(1), 18(2)(a)(b), 29(c), 30(2), 30(3)(a), 31(3)(e) of the NCS Regulations.
- 68 Structured data is clearly defined case information (such as age, ethnicity, gender, site location) that is recorded by agencies to fulfil obligations under the Public Records Act 2005

- 69 Oranga Tamariki set up VOYCE Whakarongo Mai in 2017, following recommendations made by the expert advisory panel involved in modernising Child, Youth and Family Services.
- 70 VOYCE Whakarongo Mai. (n. d.). Who Are We? [webpage]. Retrieved from <https://voyce.org.nz/about-voyce/>
- 71 Oranga Tamariki.Voices of Children and Young People Team (2021).Te Mātātaki 2021. Wellington, New Zealand:
Oranga Tamariki – Ministry for Children. Retrieved from <https://www.orangatamariki.govt.nz/assets/Uploads/About-us/Research/Latest-research/Te-Matataki/Te-Matataki-Report-2021.pdf>
- 72 Oranga Tamariki. (2021). Transition to Adulthood – Preparation, Assessment and Planning. [webpage]. Retrieved from <https://practice.orangatamariki.govt.nz/policy/transition-to-adulthood-preparation-assessment-and-planning/>
- 73 Office of the Children's Commissioner. (2017). *What's Important To Me: Children and Young People's Views in the Lead Up to the 2017 General Election*. Retrieved from <https://www.occ.org.nz/assets/Uploads/What-is-Important-Mai-World-Issues-Report-Dec18.pdf>
- 74 This sample includes 128 rangatahi who are younger than 17 years old..
- 75 The initial, and minimum of 6 monthly reviews are created and shared with all relevant parties inclusive of whānau, caregivers, and other professionals through their attendance at Maiatanga Plan review meetings, some of which have been chaired by the tamariki themselves. The plan is approved by the Team Leader/Manager to ensure oversight and that regular updates and reviews are occurring.
- 76 Family court judges often appoint an independent lawyer for tamariki. This lawyer is known as a 'lawyer for child'.
- 77 Relates to Regulation 66(d) and 24(1) of the NCS Regulations.
- 78 The Three Houses Model, designed by N Weld and M Greening, Oxfordshire County Council
- 79 This is a card-based resource used to identify, talk about and reflect on feelings.
- 80 Relates to Regulation 31 (3)(e) and 31 (4)of the NCS Regulations.
- 81 Whānau include parents, grandparents, and other family members.
- 82 Fair treatment has five sub-categories: biased; character misrepresented; concerns not addressed; inappropriate staff behaviour; and lack of support.
- 83 Communication has three sub-categories: inappropriate statements; incorrect or insufficient information; and no or delayed response.
- 84 Philanthropy New Zealand & The Children's Commissioner. (2015). Giving 2 Kids: What Children Need to Thrive. Retrieved from <https://www.occ.org.nz/assets/Uploads/G2K-What-kids-needweb.pdf>
- 85 Sandstrom, H., & Huerta, S. (2013). *The Negative Effects of Instability on Child Development: A Research Synthesis Low-Income Working Families*. Discussion Paper 3. Retrieved from https://www.researchgate.net/publication/260595654_The_Negative_Effects_of_Instability_on_Child_Development_A_Research_Synthesis_Low-Income_Working_Families_Discussion_Paper_3
- 86 Practice leaders observed 89 percent of transition plans (105 out of 118 cases) developed through a family group conference and 7 percent of transition plans (8 out of 115 cases) developed through hui ā-whānau.
- 87 Oranga Tamariki. (2017). Returning Children and Young People Safely Home. [webpage]. Retrieved from <https://practice.orangatamariki.govt.nz/previous-practice-centre/policy/caring-for-children-and-young-people/key-information/returning-mokopuna-safely-home/>
- 88 Although this reporting period is 1 July 2020 to 30 June 2021, Oranga Tamariki has provided data on abuse allegations to the National Contact Centre for only nine months, as the data was previously not collected in a consistent format.
- 89 We interviewed social workers (including social workers who work outside office hours), supervisors, practice leaders, a senior advisor business support and the leadership team.
- 90 This position is responsible for developing social work practice at the National Contact Centre.

- 91 This position will support practice leaders at the National Contact Centre, to ensure practice is framed by Te Tiriti o Waitangi, based on a mana-enhancing paradigm and draws from te ao Māori principles. The position will also support cultural competency at the National Contact Centre.
- 92 This position has been created to support calibrating, reporting and analysing quality-assurance practices.
- 93 Oranga Tamariki introduced this standard on 1 September 2020.
- 94 When tamariki are under a full care contract, Open Home Foundation may not have been involved at the start of the placement. In those cases Oranga Tamariki should provide this information.
- 95 United Nations. (1990). Convention on the Rights of the Child. Retrieved from <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>
- 96 These questions related to NCS Regulations 3(a) 10(1d), 10(1f), 10(1h), 10(2b), 18(1) and 30(2).
- 97 Stuff. (19 November 2018). Why Are Our Girls Hurting Themselves? Retrieved from <https://www.stuff.co.nz/national/108558122/why-are-our-girls-hurting-themselves>
- 98 Mental Health Foundation. (n.d.). Suicide Statistics. [webpage]. Retrieved from <https://mentalhealth.org.nz/suicide-prevention/suicide-statistics>
- 99 Cure Kids. (n.d.). Improved Hospital Reporting of Self-Harm to Reduce Youth Suicide. [webpage] Retrieved from <https://curekids.org.nz/research/improved-hospital-reporting-of-self-harm-to-reduce-youth-suicide/>
- 100 Pacheco, E. & Melhuish, N. (2020). New Zealand children's experiences of online risks and their perceptions of harm. Netsafe. Retrieved from <https://www.netsafe.org.nz/wp-content/uploads/2020/02/Ng%C4%81taiohimatihikooAotearoaNZchildrensexperiencesofonlinerisksandharm.pdf>
- 101 SKS screens include the Substance and Choices Scale (SACS), the Kessler Psychological Distress and mental health screen (this screen includes self-harming and high-risk behaviour) and the Suicide ideation screen. The SACS screen can be used as a standalone tool, but the Kessler and Suicide screening tools must be used as part of wider SKS screening.
- 102 The suicide-risk tool can be used in isolation or following a high Kessler score, when a person is at high risk of suicide. A plan for prevention is required.
- 103 <https://www.cdc.gov/violenceprevention/aces/about.html> and <https://www.msd.govt.nz/about-msd-and-our-work/publications-resources/research/adverse-childhood-experiences/index.html>
- 104 Pihama, L., Tuhiwai Smith, L., Evans-Campbell, T., Kohu-Morgan, H., Cameron, N., Mataki, T., Te Nana, R., Skipper, H., & Southey, K. (2017). Investigating Māori Approaches to Trauma Informed Care. *Journal of Indigenous Wellbeing*, 2(3), 18–31. Retrieved from https://researchcommons.waikato.ac.nz/bitstream/handle/10289/11805/2017_Journal%20of%20Indig%20Wellbeing_Trauma%20of%20informed%20care_Vol2Iss3.pdf?isAllowed=y&sequence=2
- 105 The questions related to NCS Regulations 10 (1)(d)(f)(h), 13 (2)(c), 18 (1), 10 (2)(b), 30 (2), (3)(a), 35 (1)(a)(b)(d).
- 106 Open Home Foundation refers to specialist services as its own services and external specialists. These services include cultural, health, education, behaviour, dental and trauma services.
- 107 In the reporting period Open Home Foundation was caring for 29 tamariki who were enrolled with a health provider but did not need to visit a health provider. As the agency's policy is that tamariki are not required to visit a health practitioner, Open Home Foundation classified this measure as not applicable to these tamariki.
- 108 This result is partly explained by school dental clinics in many areas being behind schedule due to COVID-19 restrictions in 2020/2021.
- 109 This relates to regulation 44(2f) of the NCS Regulations.
- 110 This data is shown separately as it applies only to prospective caregivers.
- 111 Education Review Office. (2021). Learning in Residential Care: They Knew I Wanted to Learn. New Zealand Government. Retrieved from <https://ero.govt.nz/our-research/learning-in-residential-care-they-knew-i-wanted-to-learn>
- 112 United Nations. (1990). Op. cit.
- 113 Ministry of Health. (2021). Physical Activity. [webpage]. Retrieved from <https://www.health.govt.nz/our-work/preventative-health-wellness/physical-activity>

- 114 Oranga Tamariki. (2019). Support for Play, Recreation and Community Activities. [webpage]. Retrieved from <https://practice.orangatamariki.govt.nz/our-work/care/caring-for-tamariki-in-care/support-for-play-recreation-and-community-activities>
- 115 Ministry of Education. (2021). Enrolling and Starting Your Child at School. [webpage]. Retrieved from <https://parents.education.govt.nz/primary-school/your-child-at-school/enrolling-and-starting-your-child-at-school/>
- 116 Oranga Tamariki (National Care Standards and Related Matters) Regulations 2018, Regulation 38(2).
- 117 Chen, J., Jiang, H., Justice, L. M., Lin, T-J., Purtell, K. M., & Ansari, A. (2020). Influences of Teacher–Child Relationships and Classroom Social Management on Child-Perceived Peer Social Experiences During Early School Years. *Frontiers in Psychology*, 11. Retrieved from <https://www.frontiersin.org/article/10.3389/fpsyg.2020.586991>
- 118 These findings are based on small numbers and have not been tested for significance.
- 119 These questions relate to NCS Regulations 3(a) 10(1d), 10(1f), 10(1h), 10(2b), 13(2c), 18(1), 30(2), 35(1a), 35(1b) and 35(1d)(b)(d).
- 120 Assessing education and training needs relates to NCS Regulations 10 (1)(e)(g), 18 (1), 30 (2), (3)(a), 36, 37, 38, 40 (2)(a), 41 (1)(a)(b).
- 121 Relates to NCS Regulation s386A(2)(a).
- 122 Note that this has not been simplified, so relates to just five parents.
- 123 Enacted on 1 July 2019
- 124 Aligned to the Performance Framework for Oranga Tamariki
- 125 Please provide up to three ethnicities, including separate categories of Māori, Pacific, NZ European / Pakeha and Other
- 126 Age: individual years as at the end of reporting period or at the time they left care in this period.
- 127 Not-yet approved, provisionally approval, approved
- 128 Validity in this context is the extent to which the data accurately reflects what is meant to be measured. Reliability is a measure of consistency – if this were repeated, would we get similar results?
- 129 Consistency in how the evaluation team ‘rates’ case work.
- 130 Sampling bias is a term that describes inaccuracy in data that may occur due to only looking at a small proportion of the entire population. Good sampling methodology aims to reduce the probability that these inaccuracies will occur.
- 131 NGO identified to where “CIC_CFSS_8wksPlus_yn” equal to yes.
- 132 Margins of error were in some instances equal when rounded to the nearest decimal place or whole number.
- 133 Where the population proportion is less than 5% the finite population correction factor has little or no practical effect on the confidence interval width.
- 134 According to Oranga Tamariki, the learning modules were developed drawing on Mātauranga Māori and on the agency’s obligations under the NCS Regulations and section 7AA of the Oranga Tamariki Act.
- 135 Regulations 73(1)(a)(d), 74(2)(c).
- 136 Regulations 45, 49.
- 137 The agency’s definition of ‘Prompt’ is as soon as possible within 24 hours.
- 138 SKS refers to the following screens: Substance and choices scale (SACS), Kessler psychological distress and mental health screen (including self-harming and high-risk behaviour), and Suicide ideation screen.
- 139 Oranga Tamariki (National Care Standards and Related Matters) Regulations 2018, Regulation 38(2).