

**Te Mana
Whakamaru
Tamariki
Motuhake**

Independent
Children's
Monitor

Request for self-monitoring
information on the National
Care Standards Regulations



Introduction

The following is an information and data request from Te Mana Whakamaru Tamariki Motuhake / the Independent Children's Monitor (the Monitor) to Open Home Foundation, one of the monitored organisations, who hold care and custody responsibilities. This request covers 1 July 2021 to 30 June 2022.

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 the organisations are developing their self-monitoring process, the Monitor has hosted several workshops to further design and develop the set of measures contained in this request.

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 three 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.

As indicated in our 2021 Annual report request, we are now including measures that ask about the quality of delivery and implementation.

Note that this request 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 three organisations that hold care and custody responsibilities are Oranga Tamariki, Open Home Foundation, and Barnardos: with Oranga Tamariki holding responsibilities for approximately 98.6% tamariki, Open Home Foundation approximately 1.4% and the remaining tamariki with Barnardos.

The Monitor has a specific focus on tamariki and whānau Māori and those with disabilities to provide assurance that they experience equity in their care experience.

The Monitor is committed to reporting on the NCS Regulations within an Outcomes Framework, and as such important linkages between the Outcomes and NCS regulations have been established. This annual request asks agencies for information under outcomes, demonstrating how delivering quality care aligned with the care standards contributes to improved outcomes.

What will be asked of the monitored organisations

This request focuses on the self-monitoring information held by each monitored organisation, and the organisations' 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. While there is a lot of detail in this request, it comes closer to representing the majority of NCS Regulations, with additional context, policy, and quality measures. The quality measures were informed by workshops held with Oranga Tamariki staff in October and November 2020, where participants identified measures for quantity (was it done), quality (was it done well) and equity (was it done for all)¹. The question of equity will be a focus of analysis throughout the report.

To clarify, we are asking agencies for information based on the most recent Child and Adolescent Needs and Strengths (CANS) assessments and Child and Young Person's plans, not just those identified as current.

Our preference is that when measures are not applicable for tamariki, the responses are assigned as *not applicable* rather than left blank. (e.g., measures related only to tamariki Māori).

The Monitor is *not* requesting identifiable information and any data sets provided, including the additional information that are wider than this request, should not include identifiable information. 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.

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 *1: Monitoring and Reporting*.

How the Monitor will use this information

Our annual report will publish the assessment by the three organisations of their compliance with the NCS Regulations, with an additional focus on tamariki with impairments / disabilities and tamariki Māori in the annual report.

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 annual report will be drafted 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.

¹ Consistent with Oranga Tamariki Performance Framework

Milestones and timeframes

The following is the timeframe that is being proposed for the milestones that support this request to Open Home Foundation:

Task	Milestone due '22
Meeting with Oranga Tamariki to discuss draft request	28 April
Draft request provided to Open Home Foundation for initial review	12 May
Review and edit draft	25 May
Privacy Check	26 May
Sign off draft by the Executive Director and Chief Monitor	26 May
Final version requirements signed out	27 May
Formal request made to Open Home Foundation	30 May
Progress discussion with Open Home Foundation	June - July
Early data snapshot & discussion with Open Home Foundation	11 July
Response Sections 1 & 2 due	19 August

Measures requested

Demographics

The following demographics are required for each tamariki in care at any time in the period 1 July 2021 to 30 June 2022 to enable the Monitor to assess equity and identify specific groups within the data:

As recorded at any time in the reporting period	
Measure	Notes
Ethnicity	Ethnicity: Please provide up to three ethnicities
Gender	Female/Male/Gender diverse
Age	Age in years as at the end of reporting period (or as at the time they left care)
Iwi that tamariki Māori whakapapa to	
Disability	Yes/No/ Not recorded
Region	
Current placement type	
Foster parent type	
Current duration in care	Count of days since start of current care entry
Start date of current care entry	
End date of most recent period in care	If the tamariki has left care, when did their most recent period in care end
All time count details (of those in care)	
Measure	Notes
Total duration in care	Count of total days in care over their childhood (where there are multiple care entries)
Number of care entries	Count of total number of care entries over their childhood
Number of site transfers	Count of all site transfers over all care entries
Count of placements	Count of placements over all care entries (excluding respite)
Count of foster parents	Distinct count of caregivers over all care entries (excluding respite)
Count of allocated social workers	Count of allocated social workers over for all care entries

1. Monitoring and reporting

This section is based on Part Six of the regulations (86 and 87) and requires the monitored organisations, with reference to the reporting period of 1 July 2021 to 30 June 2022, to:

- 1.1. *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 parts one to five in section two of this request and take 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.

- 1.2. Last year Open Home Foundation provided a statement on actions they had implemented or planned to implement. Please provide a brief narrative of how these actions have helped to improve the quality of care for tamariki and rangatahi:

- **Improving practice (identified in Experiences of Care in Aotearoa 1 July 2020 – 30 June 2021 report)**
 - a) Improving the connections with Māori organisations
 - b) Developing a new communication tool in order to give tamariki and rangatahi an extra way to express their views
- **Agency response to Experiences of Care in Aotearoa 1 July 2020 – 30 June 2021**
 - c) Continuing to hold fortnightly Care Standard Forums throughout OHF to upskill social workers on the importance of, and requirements of, the National Care Standards.
 - d) Continuing to develop the Case Management System (OSCAR) to enable greater scope and ease of reporting.
 - e) Continuing to develop Better Off Survey data (used by tamariki/whānau/ parents and professionals experiencing OHF services).
 - f) The formation of an internal Practice Alignment Group charged with systematically reviewing practice within OHF and gap-analysis remedial action.

- 1.3. Please identify areas that require practice improvements with specific reference to:

- a) tamariki Māori
- b) tamariki with disabilities

- 1.4. What actions were implemented or will be implemented that will address:

- a) all areas of improvements?
- b) areas of improvements with specific reference to tamariki Māori?
- c) areas of improvements with specific reference to tamariki with disabilities?

2. National Care Regulations

Part One – Assessment, plan and visits

Children's and Adolescent Needs and Strengths (CANS) Assessments

Ref.	Measure	Regulation
2	Does the child have a Child and Adolescent Needs and Strengths (CANS) assessment?	7 (1)(a)(b)
3	Was the CANS assessment completed or updated in the 6-months to 30 June 2022?	7 (1)(a)(b)
4	When was the CANS assessment last updated?	7 (1)(a)(b)
5	Does the most recent CANS assessment identify how often the child should be visited?	10 (1) (j)
6	How well does the most recent CANS assessment identify the following needs of the child?	
	i) their identity and cultural needs	10 (1) (a)(b)
	ii) their need to maintain connections with their family / whānau?	10 (1) (a)(b)
	iii) their need to maintain connections with hapū, iwi and family group	10 (1) (a)(b)
	iv) their safety needs	10 (1) (c)
	v) their behavioural needs	10 (1) (d)
	vi) their play, recreation and community needs	10 (1) (e)
	vii) their emotional needs	10 (1) (f)
	viii) their educational or training needs	10 (1) (g)
	ix) their health needs	10 (1) (h), 13(2)(a)
	x) their needs relating to any disability	10 (1) (i)
7	How well does the most recent CANS assessment identify the following for the child?	
	i) their wishes	10 (3) (a) (i)
	ii) their aspirations	10 (3) (a) (ii)
	ii) their strengths	10 (3) (a) (iii)
	iv) their immediate needs	7 (1) (a)
	v) their long-term needs	7 (1) (b)
8	How well does the most recent CANS assessment identify the following people:	
	i) members of the child's family/family group/whānau,	12 (1) (a)
	ii) significant members of the child's hapū or iwi?	12 (1) (b) - (d)
9	How well does the most recent CANS assessment take into account the views of the following:	
	i) the child,	10 (2) (a) (i)
	ii) their family/whānau,	10 (2) (a) (ii)
	iii) their hapū/iwi,	10 (2) (a) (ii)
	iv) their foster parents?	10 (2) (b)
	v) relevant professionals (for example health and education professionals, cultural experts)	10 (2) (b)

10	How well does the most recent CANS assessment describe whether reasonable efforts were made to access health practitioners who have:	
	i) knowledge and experience of the cultural values and practices of the child,	13 (1) (a)
	ii) knowledge and experience of Māori models of health?	13 (1) (b)
11	How well does the most recent CANS assessment consider the following when identifying the safety needs of the child:	
	i) the nature of harm, loss, or injury that tamariki may have experienced, and the effect this may have on their ongoing safety or wellbeing,	14 (b) (i)
	ii) the risk of harm posed by other persons who come into, or may come into, contact with tamariki,	14 (b) (ii)
	iii) the nature and level of resilience and protective factors present for tamariki,	14 (b) (iii)
	iv) aspects of behaviour that may present a risk of harm and the impact this may have on their own safety or the safety of others?	14 (b) (iv)
12	Overall, in the most recent CANS assessment, how well are the needs of the child identified?	10

Child and Young Person's Plan

Ref.	Measure	Regulation
13	Does the child have a Child and Young Person's Plan?	17 (1)
14	Was the Child and Young Person's Plan completed or updated in the 6 months to 30 June 2022?	22 (1)(b)(ii)
15	When was the Child and Young Person's Plan last updated?	22 (1)(b)(ii)
16	In the reporting period, how many times was the Child and Young Person's Plan reviewed?	22 (1)(ii)
17	When the Child and Young Person's Plan was last updated, was the child's CANS assessment also reassessed?	15 (b) (i)
18	Does the most recent Child and Young Person's Plan identify how often the child should be visited?	19 (1)(c), 27 (2)(b)
19	How well does the most recent Child and Young Person's Plan take into account the following needs of the child (as identified in the CANS assessment):	
	i) their identity and cultural needs,	18 (1)
	ii) their need to maintain connections with their family / whānau,	18 (1)
	iii) their need to maintain connections with hapū, iwi and family group,	18 (1)
	iv) their safety needs,	18 (1)
	v) their behavioural needs,	18 (1)
	vi) their play, recreation and community needs,	18 (1)
	vii) their emotional needs,	18 (1)
	viii) their educational or training needs,	18 (1)
	ix) their health needs,	18 (1)
x) their needs relating to any disability,	18 (1)	

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Ref.	Measure	Regulation
	xi) their needs to maintain connections with other important people,	18 (1)
	xii) mental health and trauma recovery needs,	18 (1)
	xiii) alcohol or drug misuse?	18 (1)
20	How well does the most recent Child and Young Person's Plan take into account the following for the child:	
	i) their wishes,	18 (1), 10 (3)(b)
	ii) their aspirations,	19 (1), 10 (3)(b)
	ii) their strengths?	20 (1), 10 (3)(b)
21	How well does the most Child and Young Person's Plan identify contact arrangements with the following people:	
	i) members of their family/family group/whānau,	20 (a)
	ii) members of their hapū, iwi and marae?	20 (a)
22	How well does the most recent Child and Young Person's Plan take into account the views of the following:	
	i) the child,	18 (2) (a)
	ii) their family/whānau,	18 (2) (a)
	iii) their hapū/iwi,	18 (2) (b)
	iv) their foster parents,	23 (c), 29
	v) relevant professionals (for example health and education professionals, cultural experts)?	23 (c), 29
23	How well does the most recent Child and Young Person's Plan record the actions others agreed to undertake to help meet the needs of the child, including:	
	i) foster parents,	19 (2)
	ii) whānau,	19 (2)
	iii) relevant professionals (for example health and education professionals, cultural experts)?	19 (2)
24	Has the most recent Child and Young Person's Plan been given to the child and explained in a way that they understand according to their age, development, and any disability they may have?	24 (1)
25	Overall, in the most recent Child and Young Person's Plan, how well have the assessed needs of the child been taken into account?	19 (1) (a)

Social worker visit

Ref.	Measure	Regulation
26	During the reporting period, was the child visited by their social worker on average at the frequency set out in their CANS assessment or Child and Young Person's Plan?	27 (1)
27	During the reporting period, was the child visited by their social worker on average at least every eight weeks?	N/A

Ref.	Measure	Regulation
28	During the reporting period, how many times in total was the child visited by their social worker?	27 (1)
29	During the reporting period, how many different social workers visited the child?	Context
30	Where appropriate, was the child met on their own by a social worker so they can express their views freely?	28 (2)
31	Overall, during the reporting period, how well were the visits used to:	
	i) inquire about the things that are going well for the child,	28 (1)(a)
	ii) inquire about any concerns the child may have,	28 (1)(b)
	iii) discuss what is important to them,	28 (1)(c)
	iv) identify their circumstances or needs have changed,	28 (1)(d)
	v) monitor the ongoing safety, best interests and wellbeing of the child?	18 (1), 26 (a), s4A
32	During the reporting period, were visits (or other sources of information) used to ensure that the child had the following:	
	i) their own personal belongings with them in care including taonga, clothing, a suitable bag, and bedding,	33 (a)
	ii) somewhere to store their belongings?	33 (b)
33	Based on information gathered from visits during the reporting period, how well is the Child and Young Person's Plan of the child being implemented?	26 (c)

Part Two – Support to meet needs

Ref.	Measure	Regulation
	Whānau connections	
34	During the reporting period, was support provided to the child, their foster parents and/or their whānau to enable the child to do the following:	
	i) establish, maintain or strengthen their connections with their family/whānau,	31 (1) (a)
	ii) establish, maintain or strengthen their connections with their hapū/iwi,	31 (1) (a)
	ii) establish, maintain or strengthen their connections with other important people?	31 (1) (b)
35	During the reporting period was an important health, education or placement-related decision made about the child?	31 (1) (e)
35 (a)	If so, were the following people given an opportunity to participate in the decision-making process:	
	i) the child's parents,	31 (1) (e)
	ii) the child's whānau,	31 (1) (e)
	iii) any other legal guardians,	31 (1) (e)
	iv) the child's hapū/iwi?	31 (1) (e)

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Ref.	Measure	Regulation
36	During the reporting period, how well were the following people kept informed of the progress and development of their child on a regular basis:	
	i) their whānau,	31 (4)
	ii) their hapū/iwi?	31 (4)
37	Overall, thinking of the support provided during the reporting period to maintain connection with family/whānau/hapū/iwi:	
	i) how appropriate is the amount and type of support provided?	30 (3) (b)
	ii) how prompt is the support provided?	30 (3) (a)
	iii) how well is cultural safety of the child considered in the way support was provided?	30 (3) (c)
	Play, recreation, and community	
38	During the reporting period, has the child been engaging in the following play, recreation and community activities:	
	i) accessing developmentally appropriate books/toys,	34 (2)(a)
	ii) maintaining peer and community relationships,	34 (2)(b)
	iii) participating in sporting activities,	34 (2)(c)
	iv) participating in cultural activities,	34 (2)(c)
	v) participating in community and volunteering activities?	34 (2)(d)
39	During the reporting period, was appropriate support (including financial support) provided for the child to:	30 (2)
	i) access developmentally appropriate books/toys,	34 (2)(a)
	ii) maintain peer and community relationships,	34 (2)(b)
	iii) participate in sporting activities,	34 (2)(c)
	iv) participate in cultural activities,	34 (2)(c)
	v) participate in community and volunteering activities?	34 (2)(d)
40	Overall, to what degree does the child have opportunities for play and experiences?	34 (2)(e)
41	Does the child get pocket money?	34 (2)(f)
42	Overall, thinking of the support provided during the reporting period to meet the child's play, recreation and community needs:	
	i) how appropriate is the amount and type of support provided,	30 (3) (b)
	ii) how prompt is the support provided,	30 (3) (a)
	iii) how well is cultural safety of the child considered in the way support was provided?	30 (3) (c)
	Culture, belonging, and identity	
43	During the reporting period, has the child had opportunities to do the following:	
	i) connect with whānau, hapū, iwi to attend special whānau events,	32 (2) (a)
	ii) gain knowledge of their culture and identity,	32 (2) (b)
	iii) participate in activities and experiences relevant to their culture,	32 (2) (c)

Ref.	Measure	Regulation
	iv) connect with places of cultural relevance,	32 (2) (c)
	v) maintain or improve proficiency in the language of their culture or identity (for example te reo Māori, sign language),	32 (2) (d) (i)
	vi) connect with other children and young people in care?	32 (2) (d) (i)
	During the reporting period, was the child provided with appropriate support (including financial support) to do the following:	30 (2)
44	i) connect with whānau, hapū, iwi to attend special whānau events,	32 (2) (a)
	ii) gain knowledge of their culture and identity,	32 (2) (b)
	iii) participate in activities and experiences relevant to their culture,	32 (2) (c)
	iv) maintain or improve proficiency in the language of their culture or identity (for example te reo Māori, sign language),	32 (2) (d) (i)
	v) connect with other children and young people in care?	32 (2) (d) (i)
	Overall, thinking of the support provided during the reporting period to meet the child's culture, belonging and identity needs:	
45	i) how appropriate is the amount and type of support provided,	30 (3) (b)
	ii) how prompt is the support provided,	30 (3) (a)
	iii) how well is cultural safety of the child considered in the way support was provided?	30 (3) (c)
	Education	
46	If aged between 1 - 4 years, is the child currently enrolled in a licensed early childhood service or certified playgroup?	36
47	If aged 5 years, is the child currently enrolled in a registered school (or a licensed early childhood service or certified playgroup)?	37
48	If aged, 6 - 15 years, is the child currently enrolled at a registered school?	38
49	If enrolled at registered school, was information provided to the school about the child's circumstances?	42 (2) (a)
	If aged over 16 years, has the young person been assisted to do either of the following:	
50	i) enrol at a registered school or tertiary education organisation,	39 (a)
	ii) obtain employment?	39 (b)
	During the reporting period, was the child provided support (including financial support) to address their education and training needs, including:	30 (2)
51	i) equipment and materials for education that are not funded (for example school bag, uniform and stationery),	41 (1)(a)
	ii) education-related costs such as donations or fees,	41 (1)(b)
	iii) additional support for the child to succeed in education?	41 (1)(c)
	If the child is enrolled at a registered school, have the following things been done to support attendance:	
52	i) provision of information to foster parents about the importance of attendance (including their role in supporting the child's attendance),	40 (2)(a)

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Ref.	Measure	Regulation
	ii) an update obtained at least once a term from the school or foster parents on the regularity of the child's attendance,	40 (2)(b)
	iii) arrangements to address any concerns about attendance?	40 (2)(c)
	During the reporting period, were the following things done at least once a term:	
53	i) the education provider was engaged with to discuss the child's progress,	42 (2)(b)
	ii) a written update from the education provider was obtained on the child's educational progress (for example a school report to the parents)?	42 (1)(a), 42 (2)(c)
54	During the reporting period, were any concerns about the child's educational progress raised?	42 (2)(d)
55	If yes, were actions taken to address those concerns?	42 (2)(d)
56	Was the need for specialist support (other than specialist support for a disability) identified for the child?	30 (2)
	If the child was excluded from the school during the reporting period, which of the following were done:	
57	i) alternative educational arrangements were facilitated,	40 (2)(d)
	ii) representation was provided at hearings to consider the suspension or exclusion from the school?	40 (2)(e)
58	During their time in care, how many changes in school enrolment has the child experienced (excluding expected transitions such as transition from Year 8 to Year 9)	Context
	Overall, thinking of the support provided during the reporting period to meet the child's education and training needs:	
59	i) how appropriate was the amount and type of support provided,	30 (3) (b)
	ii) how prompt was the support provided,	30 (3) (a)
	iii) how well was cultural safety of the child considered in the way support was provided?	30 (3) (c)
	Health	
60	Does the child have a need for disability support identified in their current CANS assessment or Child and Young Person's Plan?	10 (1) (i), 18 (1)
61	If the disability was diagnosed within the past 12 months, was a Needs Assessment and Service Coordination (NASC) referral made?	10 (1) (i)
62	If the disability was diagnosed within the past 12 months, was another allied health assessment completed (for example occupational therapy)?	10 (1) (i)
63	If the disability was diagnosed within the past 12 months, was a specialist assessment completed?	10 (1) (i)
64	During the reporting period, was support (including financial support) provided to meet the child's assessed need for disability support?	30 (2)
65	Overall, during the reporting period, how well was the child supported to meet their assessed needs relating to a disability?	30 (2)
66	Is the child currently enrolled with a primary health organisation?	35 (1)(a)
66 (a)	If no, was the child enrolled with a primary health organisation at any point during the reporting period?	35 (1)(a)

Ref.	Measure	Regulation
	Does the child have access to a health practitioner with the following:	
67	i) knowledge and experience of the cultural values and practices of the child,	13 (1) (b)
	ii) knowledge and experience of Māori models of health?	13 (1) (b)
68	Has the child received an annual health check within the reporting period?	35 (1) (b)
69	If over the age of two, has the child received an annual dental check during the reporting period?	35 (1) (d)
70	During the reporting period, was support (including financial support) provided to meet the child's assessed health needs?	30 (2)
71	During the reporting period, was the child supported to access private health services to address their assessed health needs?	35 (1) (g)
72	During the reporting period, how well was the child supported to access publicly-funded health services to address their assessed health needs?	35 (1) (f)
73	During the reporting period, how well was the child provided with information on relevant health matters?	35 (1) (e)
	Overall, thinking of the support provided during the reporting period to meet the child's health needs:	
74	i) how appropriate was the amount and type of support provided,	30 (3) (b)
	ii) how prompt was the support provided,	30 (3) (a)
	iii) how well was cultural safety of the child considered in the way support was provided?	30 (3) (c)
75	During the reporting period, were concerns raised about the substance-abuse behaviour of the child?	13 (2)(c)
75 (a)	If yes, was the child supported to engage with mental health services?	13 (2)(c)
75 (b)	If yes, was a CAGE assessment completed for the child?	13 (2)(c)

Part Three - Foster parent recruitment and support

Ref.	Measure	Regulation
	Assessment of Prospective foster parents	
76	For the foster parents of tamariki who were in care at any time during the reporting period, before tamariki were placed with them, were the foster parents provided with the following information about being a foster parent:	
	i) information about the assessment and approval process,	44 (2)(a)
	ii) information on the level of care expected and what will happen if it is not provided,	44 (2)(b)
	iii) information about the impact that caregiving may have on their household and their lives,	44 (2)(c)
	iv) information about the availability of support, training and resources,	44 (2)(d)

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Ref.	Measure	Regulation
	v) information about the importance of informing the monitored agency when there is a significant change in circumstances or membership of their household,	44 (2)(e)
	vi) information about the effects of trauma on children's behaviour and development, including services available to support recovery,	44 (2)(f)
	vii) information on appropriate behaviour management to be provided by the foster parent,	44 (2)(g)
	viii) information on the primacy of the children's best interests in decisions, and the importance of the children's views and participation in those decisions,	44 (2)(h)
	ix) information about decisions foster parents can and cannot make about day-to-day care arrangements,	44 (2)(i)
	x) information about decisions <i>tamariki</i> can and cannot make about day-to-day care arrangements,	44 (2)(i)
	xi) information on the rights of tamariki to keep a reasonable number and type of personal belongings,	44 (2)(j)
	xii) information on the need for connection between tamariki and their family, whānau, hapū, iwi and wider family group,	44 (2)(k)
	xiii) information about the support the foster parents will receive to facilitate this connection to whānau,	44 (2)(k)
	xiv) information on the rights of legal guardians and how these are to be preserved,	44 (2)(l)
	xv) information about how foster parents can make a complaint,	44 (2)(n)
	xvi) information about how tamariki can make a complaint?	44 (2)(m)
77	Did foster parents of tamariki who were in care during the reporting period attend training on the NCS regulations?	44 (2)(d)
	Assessment and approval process	
	The following questions relate to assessment of the foster parents in the child's current placement (or most recent placement during the reporting period)	
78	Before the child was placed in their care, was an assessment made of their suitability to provide care to the child?	45
79	Did the assessment include the following for each relevant individual (foster parent and members of their household over 18 years old):	
	i) confirmation of identity,	52
	ii) police vet,	53 (1)
	iii) consideration of other relevant information,	54
	iv) risk assessment?	55
80	How well did the assessment cover the following:	
	i) the prospective foster parent's experience, skills and attitudes relevant to providing care,	56 (a)(i)
	ii) the safety, adequacy and appropriateness of the physical care environment,	56 (a)(ii)
	iii) the foster parent's needs for support and capability development,	56 (a)(iii)(iv)

Ref.	Measure	Regulation
	iv) the identity of members of the foster parent's household or others likely to have regular unsupervised or overnight contact with the child?	56 (a)(v)
81	How well did the assessment assess the likely effects of the placement on the following people:	
	i) the child,	56 (b)(i)
	ii) the household?	56 (b)(ii)
82	Overall, how well did the assessment assess the suitability of the foster parent to provide care to the child?	Context
83	Were the foster parents for the child's current placement (most recent placement during the reporting period) fully approved when the child was placed with them?	47
84	Was the approval of the foster parents for the child's current placement (or most recent placement during the reporting period) granted or reviewed within the past 2 years?	50
85	Did the assessment determine the extent to which the prospective foster parent can provide a safe, stable, and loving home for the child?	46 (b)
86	Did the assessment determine the extent to which the prospective foster parent was likely able to (i) promote mana tamaiti (ii) acknowledge the whakapapa and (iii) support the practice of whanaungatanga in relation to the child?	46 (d)
87	Was the child placed with foster parents prior to completing the assessment of a prospective foster parent and their household?	47
88	For the foster parents of tamariki who were in care at any time during the reporting period, before the child was placed with them, were the foster parents provided with the following information about the child:	
	i) a copy of the child's current Child and Young Person's Plan,	57 (3) (a)
	ii) information on their roles and responsibilities to meet the needs of the child,	57 (1)
	iii) information about why the child came into care,	57 (3)(b)
	iv) information about the child's needs (in particular any critical information relevant to their immediate needs),	57 (3)(c)
	v) information about access to assistance,	57 (3)(d)(j)
	vi) information about the child's wishes, strengths, preferences, and behaviour,	57 (3)(e)
	vii) information about the child's family, whānau, hapū, iwi, family group and cultural background,	57 (3)(f)
	viii) information about how often the child will be visited by a social worker,	57 (3)(g)
	ix) information about ongoing planned contact with their family, whānau, hapū, iwi and family group or other people important to the child,	57 (3)(h)
	x) any other information needed to keep the foster parent and the child safe,	57 (3)(i)
	xi) information about support available for caring for the specific child (for example support for caring for a child with a disability)?	57 (3)(j)
	Requirements of assessment	

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Ref.	Measure	Regulation
89	Were foster parents reviewed within 2 years from approval? (where this applied to foster parents in the reporting period)	50 (1)
90	Was a provisional approval made where placement is urgent?	51 (2)
91	Where provisionally approved, how soon after placement was a full foster parent assessment carried out?	51 (5)
92	Are provisionally-approved foster parents closely monitored where tamariki are in their care?	51 (6)
	Foster parent support plans	
	The following questions relate to the support plans for foster parents in the child's current placement (or most recent placement during the reporting period)	
93	Do foster parents have a foster parent support plan?	58 (a)
94	Was the foster parent support plan created or reviewed within the reporting period?	61 (1)
95	How many times was the foster parent support plan reviewed within the reporting period?	61 (1)
96	When was the foster parent support plan last reviewed?	61 (1)
97	Does the most recent foster parent support plan identify the foster parents' needs for the following:	
	i) access to training,	58 (a)
	ii) financial assistance,	58 (b)
	iii) access to respite care,	58 (c)
	iv) access to advice and assistance,	58 (d)
	v) access to support person?	58 (e)
98	How well does the most recent foster parent support plan take into account the following needs of the foster parent:	
	i) access to training,	58 (a)
	ii) financial assistance,	58 (b)
	iii) access to respite care,	58 (c)
	iv) access to advice and assistance,	58 (d)
	v) access to support person?	58 (e)
99	Overall, how well does the most recent foster parent support plan identify the needs of tamariki in their care?	58 (a)
100	Overall, how well does the most recent foster parent support plan describe the support the foster parent is provided with to meet the needs of tamariki in their care?	58 (b)
101	During the reporting period, did foster parents receive the support described in their most recent foster parent support plan to support the needs of tamariki in their care?	59
102	During the reporting period, did foster parents receive support for any of the following:	
	i) promote the child's knowledge of whakapapa and the practice of whanaungatanga,	62 (1)(b)

Ref.	Measure	Regulation
	ii) understand the importance for tamariki Māori establishing, maintaining, or strengthening relationships with their whānau, hapū and iwi,	63 (a)
	iii) facilitate the child's participation in contact arrangements with whānau,	63 (c)
	iii) facilitate the child's participation in contact arrangements with hapū and iwi,	63 (c)
	iv) promote the identity and culture of tamariki in their care,	65 (a)
	v) understand and respect the personal choices of tamariki regarding their identity and culture,	65 (b)
	vi) enable tamariki to attend or participate in cultural events relevant to their culture and identity?	65 (c)
103	On average during the reporting period, were the foster parents visited by their foster parent social worker to the frequency identified in their support plans?	60 (2)(c), 60 (3)
103 (a)	If no, during the reporting period on average, were the foster parents visited by their foster parent social worker at least every eight weeks?	60 (2)(c), 60 (3)

Part Four – Voice of the child

Ref.	Measure	Regulation
104	Did the child enter care during the reporting period?	N/A
105	If the child entered care during the reporting period, were they provided the following information:	
	i) the reason they were brought into care,	66 (a)
	ii) their Child and Young Person's Plan,	66 (b)
	iii) how often they will be visited,	66 (b)(iii)
	iv) who they can contact if they have concerns,	66 (b)(iv), (h)(ii)
	v) how their family, whānau, hapū, iwi and family group will be involved in decisions made about them,	66 (c)
	vi) how they can participate in decisions about their care and how their views will inform decisions about them,	66 (d)
	vii) the advocacy services available to support them,	66 (e)
	viii) iwi or kaupapa Māori services available to them,	66 (e)(i)(ii)
	ix) their right to confidentiality and privacy and how information will be collected, recorded, used, and disclosed,	66 (f)
	x) that records are being maintained and how to access these records,	66 (g)
	xi) the timing of the assessment of their needs and making a plan to meet their needs,	66 (b) (ii)
	xii) obligation of a social worker to meet with tamariki on their own?	28 (2)
106	If the child entered care during the reporting period, were they provided the following information about their rights:	
	i) their right to be supported with a disability,	66 (b)(i)

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Ref.	Measure	Regulation
	ii) their right to stay close and connected to important members of their family and whānau,	66 (c)
	iii) their rights to give feedback,	43 (2), 66(h)(i)
	iv) their rights to make a complaint,	66 (h)(i)
	v) what to expect once they give feedback or make a complaint (for example support available and how they will be kept informed about the outcome),	43 (2), 66(h)(iii)
	vi) what they can do if they are not satisfied with the Ministry's response to their complaint,	66 (h)(vi)
	vii) their rights to participate in their culture, language, and religion,	32 (2) (d)
	viii) their rights to try new and fun things?	Schedule Two
107	Where requested, can a complaint be made in the child's first language or with an interpreter?	Quality measure
	Steps that must be taken when child or young person enters care	
108	Did the child receive information about their prospective foster parents and placement before being placed with them?	67 (1)(a)
109	Was there an offer for the child to meet their prospective foster parents before being placed with them?	67 (1)(b)
110	Has information been provided and explained to the child about their right to have their personal belongings with them?	67 (1)(c)
111	If placed under urgency, was information provided to the child about the foster parents and household as soon as is practicable?	67 (2)
	Method of providing information and explanation	
112	Was information provided and explained to the child when their plan was reviewed?	68 (2)
113	Has their statement of rights been explained to the child in a way that is appropriate for their age, development, sexual orientation, language, or disability?	Schedule

Duties in relation to allegations of abuse or neglect

Ref.	Measure	Regulation
114	During the reporting period, were any reports of concern of abuse or neglect made for the child?	Context
115	Did any reports of concern require a statutory response?	Context
	The following questions relate to any reports of concern for the child which occurred during the reporting period and were determined to require a statutory response	
116	How many reports of concern were completed within the required timeframe (for example 24 hours for critical, 48 hours for very urgent and 10 working days for urgent)?	Context
117	Have all reports of concern of abuse or neglect while in care been responded to in the reporting period?	69 (1)
118	For the most recent report of concern for the child in the reporting period:	

Ref.	Measure	Regulation
	i) how prompt was the response to the report of concern?	69 (2)(a)
	ii) how well was information about the report of concern recorded?	69 (2)(b)
	iii) how well were appropriate steps taken in response to the report of concern?	69 (2)(b)
	iv) where appropriate, was the child informed of the outcome of the abuse allegation/s?	69 (2)(c)
119	Were the following required steps taken in response of this allegation:	
	i) a review of the child's Child and Young Person plan,	69 (2)(d)
	ii) provision of supports to address the impact of harm,	69 (2)(d)
	iii) a review of foster parent plans?	69 (2)(d)

Record of important life events

Ref.	Measure	Regulation
120	Are records maintained about the important life events for the child?	70

Part Five - Care transitions

Ref.	Measure	Regulation
121	Did the child experience a care transition during the reporting period (other than a Transition to Independence)?	Context
	The following questions relate to the care transition, or the most recent care transition if multiple transitions happened in the reporting period	
122	Was the transition planned or unplanned?	Context
123	Was the care transition a Return Home, or a transition to another foster parent or residence?	Context
124	Before the care transition took place, was an assessment made of transition-related support needs?	72 (a)
125	How well did the assessment determine the necessary steps for the child to experience a positive care transition?	72 (a)
126	When planning for the care transition, were the following people consulted:	
	i) the child,	73 (1) (a)
	ii) their whānau,	73 (1) (d)
	iii) their hapū/iwi,	73 (1) (d)
	iv) their current foster parent,	73 (1) (b)
	v) their prospective foster parent?	73 (1) (b)
127	Was the child's Child and Young Person's Plan updated to reflect the support required to meet the child's assessed transition-related support needs?	72 (b)
128	How well did the updated plan address the following needs or considerations:	

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Ref.	Measure	Regulation
	i) transition-related support needs,	74 (2) (a)
	ii) disability-related needs,	74 (2) (a)
	iii) support to maintain the relationship with the current foster parent (where that is considered to be in the child's best interests)?	74 (2) (h)
129	Before the care transition took place, was the transition plan or updated Child and Young Person's Plan shared with the following people:	
	i) current foster parent,	74 (2) (f)
	ii) future foster parent?	74 (2) (f)
130	Before the care transition took place, was the child provided with the following:	
	i) an explanation about why the care transition is happening,	74 (2) (c)
	ii) information about the new environment, caregiving household or residence,	74 (2) (d)
	iii) the opportunity to visit the new care environment?	74 (2) (e)
131	If the child has a disability, did they continue to receive disability-related support throughout the care transition?	74 (1); 75 (2)
132	If the transition was a Return Home, was the child visited weekly until the Child and Young Person's Plan was reviewed?	74 (1)
133	If the transition was to another foster parent or residence, when was the child first visited after the transition?	74 (1)
134	Based on information from visits (or other sources), was the child able to take personal belongings of importance with them to the new care environment?	74 (2) (g)
135	Overall, thinking of the support provided during the care transition:	
	i) how appropriate was the amount and type of support provided?	74 (2) (a)
	ii) how well was cultural safety of the child considered in the way support was provided?	74 (2) (b)

Transition to Independence

Ref.	Measure	Regulation
136	Did the rangatahi transition to independence during the reporting period?	Context
137	Before the rangatahi transitioned to independence, was an assessment made of their life skills?	75
138	Has a transition plan been developed for those transitioning to adulthood?	75
139	How well did the life skills assessment address the young person's knowledge of the following:	
	i) personal and healthcare,	75 (3) (a) (i)
	ii) managing money,	75 (3) (a) (ii)
	iii) shopping,	75 (3) (a) (iii)
	iv) cooking,	75 (3) (a) (iv)

Ref.	Measure	Regulation
	v) driving,	75 (3) (a) (v)
	vi) sexual and reproductive health,	75 (3) (b) (i)
	vii) sexual or gender identity,	75 (3) (b) (ii)
	viii) safe and positive relationships,	75 (3) (b) (iii)
	ix) culture and identity?	75 (3) (b) (iv)
140	How well did the assessment address development or disability needs of the rangatahi?	75 (2)
141	Overall, how well did the assessment address the young person's life skills?	75 (3)
142	Before the rangatahi transitioned to independence, were they provided with assistance to obtain the following:	
	i) photo identification,	76 (c) (i)
	ii) birth certificate,	76 (c) (ii)
	iii) IRD number,	76 (c) (iii)
	iv) bank account,	76 (c) (iv)
	v) verified online identity?	76 (c) (v)
143	Before the rangatahi transitioned to independence, were they provided with the following:	
	i) a copy of their record of important life events and achievements,	76 (a)
	ii) assistance to develop any life skills needed for their independence,	76 (b)
	iii) information about the legal requirements to enrol in the electoral roll once they reach the age of 18 years,	76 (d)
	iv) information about accessing health services once they leave care,	76 (e)
	v) information about accessing education services once they leave care,	76 (e)
	vi) information about accessing housing services once they leave care,	76 (e)
	vii) information about accessing employment services once they leave care,	76 (e)
	viii) information about accessing financial services once they leave care,	76 (e)
	ix) information about accessing legal services once they leave care?	76 (e)