

**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 Oranga Tamariki, 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. This request also includes system-level questions in relation to abuse in care, care stability and complaints and compliments.

To clarify, we are asking Oranga Tamariki for information based on the most recent (Tuituiā) assessments and (All About Me) plans for each tamariki in care, 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 is 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 Oranga Tamariki:

Task	Milestone due '22
Draft request provided to Oranga Tamariki	11 April
Meeting with Oranga Tamariki to discuss draft request	28 April
Review and edit draft	18 May
Privacy Check	25 May
Sign off draft by the Executive Director and Chief Monitor	26 May
Final version requirements signed out	27 May
Formal request made to Oranga Tamariki	30 May
Progress discussion with Oranga Tamariki	June - July
Early data snapshot & discussion with Oranga Tamariki	11 July
Response Sections 1 - 3 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	Details of identified iwi
Disability	Yes/No/ Not recorded
Site / sub-site and Region	
Legal status: CP, Dual, YJ	
Current placement 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 child has left care, when did their most recent period in care end
Current placement: OT caregivers, Care Partners	
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 episodes	Count of placements over all care entries (excluding respite)
Count of caregivers	Distinct count of caregivers over all care entries (excluding respite)
Count of allocated key social workers	Count of allocated social workers 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 parts one to five in section three 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 Oranga Tamariki 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:
 - a) **Improving practice (identified in Experiences of Care in Aotearoa 1 July 2020 – 30 June 2021 report)**
 - a) Invest further in training for frontline staff
 - b) Development of the Practice Shift programme
 - c) The implementation of the Leaders in Practice Programme
 - d) Delivering a programme to improve tamariki and rangatahi understanding about their rights and entitlements
 - **Agency response to Experiences of Care in Aotearoa 1 July 2020 – 30 June 2021**
 - b) **Gaps in monitored agency data**
 - i. Expansion of the Case File Analysis questionnaire and frequency
 - ii. Monitoring the participation of caregivers in the "Prepare to Care" training programme
 - iii. Collecting information on the experiences of parents and whānau through new Whānau Survey
 - iv. Explore the options for replacing the main case management system (CYRAS)
 - v. Using the Social Wellbeing Agency's Data Exchange to identify any gaps in the support delivered
 - c) **Self-monitoring of compliance with NCS Regulations improvements**
 - i. Developing the new performance reporting suite Whiti
 - ii. Implementation of the new Caregiver Information System
 - iii. Invest further in the ability of supervisors to support individual social workers
 - iv. Sharing information with sites and regionals

- v. Ensuring effective feedback loops from self-monitoring level at the national level through the governance mechanisms
- d) Tamariki and rangatahi do not know and understand their rights**
 - i. Implementing Manaaki Kōrero project in order to design and deliver feedback, complaints, information, advice, and assistance processes that meet the needs of tamariki, rangatahi and whānau
 - ii. Updating the 'My Rights My Voice' resource
 - iii. Development of the new Practice Framework that has the rights of tamariki and whānau, and our obligations to them, at the centre
- e) Connections with whānau and culture are important for tamariki Māori in care**
 - i. Increasing the number of kairaranga-a-whānau and Māori specialist roles
 - ii. Updating our policy on the All About Me Plan with emphasis on the requirement to undertake thorough whānau or family searching, and engage members of the family, whānau, hapū, iwi or family group who can contribute to the planning process.
 - iii. Working with Whānau Care to recruit and support caregivers in partnership with iwi and kaupapa Māori providers to ensure that wherever possible, tamariki are in safe, stable, and loving care within their whānau, hapū or iwi.
- f) Oranga Tamariki respond well when tamariki enter care; practices weaken during their time in care**
 - i. Ensuring that frequency of visits with te tamaiti are based on their needs.
- g) Caregiver support**
 - i. Implementation of the new Caregiver Information System (CGIS)
 - ii. Monitoring the participation of caregivers in the 'Prepare to Care' programme
 - iii. Coaching caregivers' social workers in order to improve recording of agreements with caregivers to meet their needs and associated support
 - iv. Reforming the system of financial assistance and support for caregivers
- h) Agency support of health needs, especially mental health needs, is variable**
 - i. Record the diagnosis / type of disability in order to provide more insight into the nature and complexity of disability needs
 - ii. Establishing interagency (Care and Protection Residences, and health and education services) governance groups across the residences
- i) Inter-agency partnership and communication**
 - i. Developing a new high-level, principle-based schedule in the existing Memorandum of Understanding between Oranga Tamariki, Police, Ministry of Health and each DHB.
 - ii. Inter-agency actions:
 - a) Children's agencies publication of the Action Plan
 - b) Ngā Tini Whetū - new whānau-centred early intervention prototype (collaboration between Oranga Tamariki, Te Puni Kōkiri, ACC, and the Whānau Ora Commissioning Agency)
 - c) Developing a new high-level, principle-based schedule in the existing Memorandum of Understanding between Oranga Tamariki, Police, Ministry of Health and each DHB.

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 implement 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. System-level inquiry

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 2021 to 30 June 2022.

Regulation 69

2.1 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 standard requirements.

2.2 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
- 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

Complaints and Compliments

2.3 Please provide the following information on complaints and compliments received between 1 July 2021 to 30 June 2022 by the organisation:

Measure	Notes
Number of complaints and compliments received by Oranga Tamariki	
Who made the complaint or compliment	e.g., tamariki, parent, whānau caregiver
Nature of the complaint or compliment by theme and description	
What actions were taken in response to complaints	

2.4 Of the 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:

Measure	Notes
Number of complaints made by tamariki and rangatahi in residences	
Name of residence	e.g., Te Maioha o Parekarangi
Type of Residence	e.g., Youth Justice Residence
Nature of complaints	
Any action taken in response to complaint investigations	

3. National Care Regulations

Part One – Assessment, plan, and visits

Tuituiā Assessments

Oranga Tamariki uses its Tuituiā assessment process to fulfil the requirements for needs assessment under the NCS regulations. Oranga Tamariki indicated that in some cases, alternative holistic assessments, such as Gateway, full psychological assessments, s135 or s186 social work reports may be used in addition or instead of Tuituiā assessments. Where questions 6 – 13 below refer to Tuituiā assessment, these alternative data sources may be substituted as required to provide as complete a view as possible of needs assessment for children in care. However, questions 3 – 5 refer *specifically* to the Tuituiā assessment process.

Ref.	Measure	Regulation
3	Does the child have a Tuituiā assessment?	7 (1)(a)(b)
4	Was the Tuituiā assessment completed or updated in the 6-months to 30 June 2022?	7 (1)(a)(b)
5	When was the Tuituiā assessment last updated?	7 (1)(a)(b)
6	Does the most recent Tuituiā assessment identify how often the child should be visited?	10 (1) (j)
7	How well does the most recent Tuituiā 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) 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)
8	How well does the most recent Tuituiā 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)
9	How well does the most recent Tuituiā 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)
10	How well does the most recent Tuituiā assessment take into account the views of the following?	

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Ref.	Measure	Regulation
	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 caregivers	10 (2) (b)
	v) relevant professionals (for example health and education professionals, cultural experts)	10 (2) (b)
11	How well does the most recent Tuituiā 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)
12	How well does the most recent Tuituiā 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)
13	Overall, in the most recent Tuituiā assessment, how well are the needs of the child identified?	10

All About Me Plan

Oranga Tamariki uses its All About Me plans to fulfil the requirements for plans under the NCS regulations. Oranga Tamariki indicated that in some cases, other plans tamariki may have - such as Family Group Conference or Court Plans, may be used in addition or instead of All About Me plans. Where questions 19 – 26 below refer to All About Me plans, these alternative data sources may be substituted as required to provide as complete a view as possible of plans for children in care. However, questions 14 – 18 refer *specifically* to All About Me plans.

Ref.	Measure	Regulation
14	Does the child have an All About Me Plan?	17 (1)
15	Was the All About Me Plan completed or updated in the 6-months to 30 June 2022?	22 (1)(b)(ii)
16	When was the All About Me Plan last updated?	22 (1)(b)(ii)
17	In the reporting period, how many times was the All About Me plan reviewed?	22 (1)(ii)
18	When the All About Me Plan was last updated, was the child's Tuituiā assessment also reassessed?	15 (b) (i)
19	Does the most recent All About Me Plan identify how often the child should be visited?	19 (1)(c), 27 (2)(b)
20	How well does the most recent All About Me Plan take into account the following needs of the child (as identified in the Tuituiā assessment)?	

Ref.	Measure	Regulation
	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)
	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)
21	How well does the most recent All About Me 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)
22	How well does the most recent All About Me Plan identify contact arrangements for the following people?	
	i) members of their family/family group/whānau	20 (a)
	ii) members of their hapū, iwi and marae	20 (a)
23	How well does the most recent All About Me 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 caregivers	23 (c), 29
	v) relevant professionals (for example, health and education professionals, cultural experts)	23 (c), 29
24	How well does the most recent All About Me Plan record the actions others agreed to undertake to help meet the needs of the child, including?	
	i) caregivers	19 (2)
	ii) whānau	19 (2)
	iii) relevant professionals (for example health and education professionals, cultural experts)	19 (2)
25	Has the most recent All About Me 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)

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Ref.	Measure	Regulation
26	Overall, in the most recent All About Me Plan, how well have the assessed needs of the child been taken into account?	19 (1) (a)

Gateway assessment

Ref.	Measure	Regulation
27	Does the child have a Gateway assessment?	7 (1)
28	How many Gateway assessments does the child have?	Policy
29	What is the date of the most recent referral for a Gateway assessment?	Context
30	What is the date of the most recent Gateway assessment?	Context
31	Was a Gateway assessment referral made within 10 days of the child entering care?	Policy

Social worker visit

Ref.	Measure	Regulation
32	During the reporting period, was the child visited by their social worker on average at the frequency set out in their Tuituiā assessment or All About Me Plan?	27 (1)
33	During the reporting period, was the child visited by their social worker on average at least every eight weeks?	N/A
34	During the reporting period, how many times <i>in total</i> was the child visited by their social worker?	27 (1)
35	During the reporting period, how many different social workers visited the child?	Context
36	Where appropriate, was the child met on their own by a social worker so they can express their views freely?	28 (2)
37	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
38	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)
39	Based on information gathered from visits during the reporting period, how well is the All About Me Plan of the child being implemented?	26 (c)

Part Two – Support to meet needs

Ref.	Measure	Regulation
	Whānau connections	
40	During the reporting period, was support provided to the child, their caregivers 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)
41	During the reporting period was an important health, education or placement-related decision made about the child?	31 (1) (e)
41 (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)
42	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)
43	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	
44	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)
45	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)

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Ref.	Measure	Regulation
	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)
46	Overall, to what degree does the child have opportunities for play and experiences?	34 (2)(e)
47	Does the child get pocket money?	34 (2)(f)
48	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	
49	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)
	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)
50	During the reporting period, was the child provided with appropriate support (including financial support) to do the following:	30 (2)
	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)
51	Overall, thinking of the support provided to meet the child's culture, belonging and identity needs during the reporting period:	
	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	
52	If aged between 1 - 4 years, is the child currently enrolled in a licensed early childhood service or certified playgroup?	36

Ref.	Measure	Regulation
53	If aged 5 years, is the child currently enrolled in a registered school (or a licensed early childhood service or certified playgroup)?	37
54	If aged, 6 - 15 years, is the child currently enrolled at a registered school?	38
55	If enrolled at a registered school, was information provided to the school about the child's circumstances?	42 (2) (a)
56	If aged over 16 years, has the young person been assisted to do either of the following?	
	i) enrol at a registered school or tertiary education organisation	39 (a)
	ii) obtain employment	39 (b)
57	During the reporting period, was the child provided support (including financial support) to address their education and training needs, including?	30 (2)
	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)
58	If the child is enrolled at a registered school, have the following things been done to support attendance?	
	i) provision of information to caregivers about the importance of attendance (including their role in supporting the child's attendance)	40 (2)(a)
	ii) an update obtained at least once a term from the school or caregivers on the regularity of the child's attendance	40 (2)(b)
	iii) arrangements to address any concerns about attendance	40 (2)(c)
59	During the reporting period, were the following things done at least once a term?	
	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)
60	During the reporting period, were any concerns about the child's educational progress raised?	42 (2)(d)
60 (a)	If yes, were actions taken to address those concerns?	42 (2)(d)
61	Was the need for specialist support (other than specialist support for a disability) identified for the child?	30 (2)
62	If the child was excluded from the school during the reporting period, which of the following were done?	
	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)
63	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
64	Overall, thinking of the support provided to meet the child's education and training needs during the reporting period:	

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Ref.	Measure	Regulation
	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	
65	Does the child have a need for disability support identified in their current Tuituiā assessment or All About Me Plan?	10 (1) (i), 18 (1)
66	If the disability was diagnosed within the past 12 months, was a Needs Assessment and Service Coordination (NASC) referral made?	10 (1) (i)
67	If the disability was diagnosed within the past 12 months, was another allied health assessment completed (for example occupational therapy)?	10 (1) (i)
68	If the disability was diagnosed within the past 12 months, was a specialist assessment completed?	10 (1) (i)
69	During the reporting period, was support (including financial support) provided to meet the child's assessed need for disability support?	30 (2)
70	Overall, during the reporting period, how well was the child supported to meet their assessed needs relating to a disability?	30 (2)
71	Is the child currently enrolled with a primary health organisation?	35 (1)(a)
71 (a)	If no, was the child enrolled with a primary health organisation at any point during the reporting period?	35 (1)(a)
72	Does the child have access to a health practitioner with the following?	
	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)
73	Has the child received an annual health check within the reporting period?	35 (1) (b)
74	If over the age of two, has the child received an annual dental check during the reporting period?	35 (1) (d)
75	During the reporting period, was support (including financial support) provided to meet the child's assessed health needs?	30 (2)
76	During the reporting period, was the child supported to access private health services to address their assessed health needs?	35 (1) (g)
77	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)
78	During the reporting period, how well was the child provided with information on relevant health matters?	35 (1) (e)
79	Overall, thinking of the support provided to meet the child's health needs during the reporting period:	
	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)

Ref.	Measure	Regulation
80	During the reporting period, were concerns raised about substance abuse behaviour of the child?	13 (2)(c)
80 (a)	If yes, was the child supported to engage with mental health services?	13 (2)(c)
80 (b)	If yes, was a Substances and Choices Scale (SACS) assessment completed for the child?	13 (2)(c)
81	During the reporting period, were concerns raised about self-harming or high-risk behaviour of the child?	13 (2)(b)
81 (a)	If yes, was the child supported to engage with mental health services?	13 (2)(b)
81 (b)	If yes, was a Kessler Screen completed for the child?	13 (2)(b)
82	During the reporting period, were concerns raised about the suicidal ideation of the child?	13 (2)(b)
82 (a)	If yes, was the child supported to engage with mental health services?	13 (2)(b)
82 (b)	If yes, was the child referred to Towards Wellbeing?	13 (2)(b)
82 (c)	If yes, was a Suicide Screen completed for the child?	13 (2)(b)
83	Based on the Kessler and Suicide Screen outcomes, was a Suicide Risk assessment made, where appropriate?	Policy

Part Three - Caregiver recruitment and support

Ref.	Measure	Regulation
	Assessment of Prospective Caregivers	
84	For the caregivers of tamariki who were in care at any time during the reporting period, before tamariki were placed with them, were the caregivers provided with the following information about being a caregiver?	
	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)
	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 child's behaviour and development, including services available to support recovery	44 (2)(f)
	vii) information on appropriate behaviour management to be provided by the caregiver?	44 (2)(g)
	viii) information on the primacy of the child's best interests in decisions, and the importance of child's views and participation in those decisions?	44 (2)(h)
	ix) information about decisions <i>caregivers</i> 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)

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Ref.	Measure	Regulation
	xi) information on the rights of tamariki to keep a reasonable number and type of personal belongings	44 (2)(j)
	xii) information on need for connection between tamariki and their family, whānau, hapū, iwi and wider family group	44 (2)(k)
	xiii) information about the support the caregivers 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 caregivers can make a complaint	44 (2)(n)
	xvi) information about how tamariki can make a complaint	44 (2)(m)
85	Did caregivers of tamariki who were in care during the reporting period attend the following training?	
	i) 'Prepare to Care' training (delivered to prospective caregivers before tamariki are placed with them)	44 (2)(d)
	ii) 'Understanding NCS' training (delivered to approved caregivers)	44 (2)(d)
	Assessment and approval process	
	The following questions relate to assessment of the caregivers in the child's current placement (or most recent placement during the reporting period):	
86	Before the child was placed in their care, was an assessment made of their suitability to provide care to the child?	45
87	Did the assessment include the following for each relevant individual (caregiver 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
88	How well did the assessment cover the following?	
	i) the prospective caregiver'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 caregiver's needs for support and capability development	56 (a)(iii)(iv)
	iv) the identity of members of the caregiver's household or others likely to have regular unsupervised or overnight contact with the child	56 (a)(v)
89	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)
90	Overall, how well did the assessment assess the suitability of the caregiver to provide care to the child?	Context

Ref.	Measure	Regulation
91	Were the caregivers for the child's current placement (most recent placement during the reporting period) fully approved when the child was placed with them?	47
92	Was the approval of the caregivers for the child's current placement (or most recent placement during the reporting period) granted or reviewed within the past 2 years?	50
93	Did the assessment determine the extent to which the prospective caregiver can provide a safe, stable, and loving home for the child?	46 (b)
94	Did the assessment determine the extent to which the prospective caregiver 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)
95	Was the child placed with caregivers prior to completing the assessment of a prospective caregiver and their household?	47
96	For the caregivers of tamariki who were in care at any time during the reporting period, before the child was placed with them, were the caregivers provided with the following information about the child?	
	i) a copy of the child's current All About Me 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 caregiver 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	
97	Were caregivers reviewed within 2 years from approval? (where applicable to caregivers in the reporting period)	50 (1)
98	Was a provisional approval made where placement was urgent?	51 (2)
99	Where provisionally approved, how soon after placement was a full caregiver assessment carried out?	51 (5)
100	Are provisionally-approved caregivers closely monitored where tamariki are in their care?	51 (6)

Request for self-monitoring information on the NCS Regulations

Ref.	Measure	Regulation
Caregiver support plans		
	The following questions relate to the support plans for caregivers in the child's <i>current placement</i> (or most recent placement during the reporting period):	
101	Do caregivers have a caregiver support plan?	58 (a)
102	Was the caregiver support plan created or reviewed within the reporting period?	61 (1)
103	How many times was the caregiver support plan reviewed within the reporting period?	61 (1)
104	When was the caregiver support plan last reviewed?	61 (1)
105	Does the most recent caregiver support plan identify the caregiver's 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 a support person	58 (e)
106	How well does the most recent caregiver support plan take into account the following needs of the caregiver?	
	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 a support person	58 (e)
107	Overall, how well does the most recent caregiver support plan identify the needs of tamariki in their care?	58 (a)
108	Overall, how well does the most recent caregiver support plan describe the support the caregiver is provided to meet the needs of tamariki in their care?	58 (b)
109	During the reporting period, did caregivers receive the support described in their most recent caregiver support plan to support the needs of tamariki in their care?	59
110	During the reporting period, did caregivers receive support for any of the following?	
	i) promote the child's knowledge of whakapapa and the practice of whanaungatanga?	62 (1)(b)
	ii) understand the importance for tamariki Māori of 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)

Ref.	Measure	Regulation
111	On average during the reporting period, were the caregivers visited by their caregiver social worker to the frequency identified in their support plans?	60 (2)(c), 60 (3)
111 (a)	If no, during the reporting period on average, were the caregivers visited by their caregiver social worker at least every eight weeks?	60 (2)(c), 60 (3)

Part Four – Voice of the child

Ref.	Measure	Regulation
112	Did the child enter care during the reporting period?	N/A
113	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 All About Me 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)
114	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)
	ii) their right to stay close and connected to important members of their family and whānau	66 (c)
	iii) their right to give feedback	43 (2), 66(h)(i)
	iv) their right 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 right to participate in their culture, language, and religion	32 (2) (d)
	viii) their right to try new and fun things	Schedule Two

Request for self-monitoring information on the NCS Regulations

Ref.	Measure	Regulation
115	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	
116	Did the child receive information about their prospective caregivers and placement before being placed with them?	67 (1)(a)
117	Was there an offer for the child to meet their prospective caregiver before being placed with them?	67 (1)(b)
118	Has information been provided and explained to the child about their right to have their personal belongings with them?	67 (1)(c)
119	If placed under urgency, was information provided to the child about the caregivers and household as soon as is practicable?	67 (2)
	Method of providing information and explanation	
120	Has information been provided and explained to the child when their plan is reviewed?	68 (2)
121	Is their statement of rights 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
122	During the reporting period, were any reports of concern of abuse or neglect made for the child?	Context
123	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	
124	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
125	Have all reports of concern of abuse or neglect while in care been responded to in the reporting period?	69 (1)
126	For the most recent report of concern for the child in the reporting period:	
	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)
127	Were required steps taken in response of the allegation/s:	
	i) Were the child's plans reviewed?	69 (2)(d)
	ii) Were supports in place to address the impact of harm?	69 (2)(d)
	iii) Were caregiver plans reviewed?	69 (2)(d)

Record of important life events

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

Part Five - Care transitions

Ref.	Measure	Regulation
129	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:	
130	Was the transition planned or unplanned?	Context
131	Was the care transition a Return Home, or a transition to another caregiver or residence?	Context
132	Before the care transition took place, was an assessment made of transition-related support needs?	72 (a)
133	How well did the assessment determine the necessary steps for the child to experience a positive care transition?	72 (a)
134	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 caregiver	73 (1) (b)
	v) their prospective caregiver	73 (1) (b)
135	Was the child's All About Me Plan updated to reflect support to meet the child's assessed transition-related support needs?	72 (b)
136	How well did the updated plan address the following needs or considerations?	
	i) transition-related support needs	74 (2) (a)
	ii) disability-related needs	74 (2) (a)
	iii) support to maintain the relationship with the current caregiver (where that is considered to be in the child's best interests)	74 (2) (h)
137	Before the care transition took place, was the transition plan or updated All About Me Plan shared with the following people?	
	i) current caregiver	74 (2) (f)
	ii) future caregiver	74 (2) (f)
138	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)

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Ref.	Measure	Regulation
139	If the child has a disability, did they continue to receive disability-related support throughout the care transition?	74 (1); 75 (2)
140	If the transition was a Return Home, was the child visited weekly until the All About Me Plan was reviewed?	74 (1)
141	If the transition was to another caregiver or residence, when was the child first visited after the transition?	74 (1)
142	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)
143	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
144	Did the rangatahi transition to independence during the reporting period?	Context
145	Before the rangatahi transitioned to independence was an assessment made of their life skills?	75
146	Has a transition plan been developed for those transitioning to adulthood?	75
147	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)
	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)
148	How well did the assessment address development or disability needs of the rangatahi?	75 (2)
149	Overall, how well did the assessment address the young person's life skills?	75 (3)
150	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)

Ref.	Measure	Regulation
	v) verified online identity	76 (c) (v)
151	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)