



He Poutama Rangatahi

Youth Employment Pathways

Application for Funding

He Poutama Rangatahi (HPR) is a cross agency initiative facilitated by the Ministry of Business, Innovation and Employment (MBIE) which seeks to support communities develop pathways for young people (aged 15-24) not currently in employment, education or training (NEETs), through to sustained employed underpinned by intensive pastoral care. The HPR strategy is focussed on four regions where the need is greatest, namely: Te Taitokerau, Eastern Bay of Plenty, Tairāwhiti and Hawkes Bay.

The NEET rangatahi targeted by HPR are those most at risk of long-term unemployment and who may need more individualised and ongoing support to connect to training and employment than current programmes are able to provide. HPR's approach is to support communities, including through the articulation of local youth employment plans that:

- a) highlight current interventions which could be scaled up or redirected;
- b) identify gaps in the provision of support and particularly pastoral care for both NEET and for employers to connect; and
- c) develop interventions targeted at those gaps.

MBIE uses this information to determine which applications should be funded. It is important you complete all sections fully, but as concisely as you can. If further information is required, officials will contact you but this is likely to add time to your application process.

Alignment with He Poutama Rangatahi

Applications should meet the following criteria:

1. Does the proposal support and coordinate a purposeful and **effective system** that enables sustained employment?
2. Does the proposal provide **effective support** for rangatahi most at risk of long term employment?

Applications should also reflect a focus on the needs of rangatahi and employers and demonstrate how the proposed activity:

- **Is Relevant:** *by being community-led, with goals that address community aspirations and local opportunities by making use of relevant expertise to link rangatahi to employment, and that is responsive to local rangatahi, local employers and the local context.*
- **Is Inclusive/collaborative:** *by creating partnerships between and within communities and government, and those most impacted (employers and youth) who can make a difference.*
- **Is Coherent:** *by making use of local knowledge, relationships, and relevant expertise, utilising existing services, programmes, and infrastructure wherever possible.*
- **Credible/transparent:** *proposals must adopt clear, credible, transparent processes and be evidence based for learning and accountability purposes.*



The Declaration Form on page 10 must be signed by an authorised person on behalf of the organisation to validate the application. The Terms and Conditions for HPR applications can also be found in the associated guidelines. Applications for funding, or requests for further assistance and advice on the application process, should be emailed to: HPR@mbie.govt.nz. Hard copies can also be accepted and should be sent to:

He Poutama Rangatahi
ATT: Kate Riddell
Ministry of Business, Innovation & Employment
PO Box 1473
WELLINGTON 6140

A) SUMMARY

Proposal name	Academy for the Retention of Wahine Maori (in Secondary Education)
Contact person and role	Privacy of natural persons - Deputy Principal
Physical address <i>Please include postal address if different</i>	Kamo High School, 1 Wilkinson Ave, Kamo, Whangarei 0112
Contact telephone number	Privacy of natural persons
Contact email address	Privacy of natural persons
Legal status (eg. company/charitable trust/local government) - please include supporting documents	School Trust (TBC)
Communities/Districts targeted	Whangarei
Duration of activity	Commercial Inform
Total budget	\$ Commercial Informatio
<p>Proposal Summary</p> <p><i>This section should explain clearly what this Proposal will deliver and achieve. This summary should outline the essence of the concept you are proposing (i.e. what is the issue, what is the proposed solution, how will this be implemented).</i></p> <p>In 2018 Kamo High School (KHS) surveyed its learners in order to create a curriculum that engaged them in their learning. There was an overwhelming response from our wahine Maori learners wanting to develop skills and learning in the hair and beauty industry. In response to this KHS has successfully set up a partnership with ^{Commercial Information} in the provision of the specialist skills. However we were unsuccessful in gaining funding through the Secondary Tertiary Partnership scheme due to limited allocations available and these being awarded to existing programmes that are more aligned with traditional 'trades'.</p> <p>This academy will see ^{Commercial} students involved in the learning, focus will be for wahine Māori (60%+) but all learners will be included. The students in this academy will learn skills ranging from customer service,</p>	



foundation hairdressing services, hair fashion knowledge, foundation beauty treatments, anatomy and physiology. There are also clear pathways from this academy into higher level learning and / or employment.

The funding will be utilised to pilot this programme through the provision of a kit out of an appropriate space and equipment, basic kit for the learners, FTE cost to facilitate the learners. We would like to request help for the establishment costs for this academy. The establishment costs include the set up of the facility (utilising existing classrooms but kitting these out to be functional hair and beauty spaces), installation of equipment and partnership quality assurance processes.

B) RATIONALE

What will be the additional impact/value achieved through HPR's involvement in this proposed activity? Briefly describe how this proposal is in addition to your existing work programmes (i.e. is not business as usual). How does this proposal relate to other initiatives?

This section should clearly and succinctly describe the need or opportunity that the proposal will address. Use evidence or data, where available, such as key learnings from earlier activities. How will the learnings contribute to achieve the expected results of this proposal? How was this need or opportunity identified?

This project looks to provide targeted skills and capability development for identified high risk wahine. The NEETs rate in Te Tai Tokerau is highest for females and this project looks to prevent and reduce this statistic through the provision of an academy that directly responds to the learners requests.

It will target employment opportunities within the Hair and Beauty and Customer Service industries and also provide pathway to higher learning for the learners into level 3 and above courses with Commercial Information. The programme will also seek to develop entrepreneur opportunities within the community to increase employment and positive community engagement. These opportunities may involve but are not limited to small business ownership, contracting to rest homes, contracting to events. Nationally, 73% of the industry is supported by female workers.

Currently the Secondary Tertiary Programme initiatives are based on defined trades industries, such as construction, electrical etc. There has been the desire to increase female participation in these areas but the programmes are still predominantly male. This project seeks to provide a specifically targeted programme for wahine, the content of the academy is at the direct request of the learners and is open to all learners, including student from Kamo High School, other schools and young people not in education or employment.

This project seeks to pilot a programme that is based on a learner centred approach and in response to learner request. It is a collaborative education programme between secondary and tertiary partners that seeks to keep at risk young people engaged on an educational pathway.

This project is hoped to be used as a lighthouse project for introducing alternative trades, such as hair, beauty, retail, as a career to students who would normally be a NEET (not in education, employment or training). The school has calculated that many of the students who are categorised as NEET's have not been interested in traditional mainstream schooling or the subjects offered. This project will provide education that is contextualised within the trade and therefore hoped to increase engagement of young people at risk and assist them in gaining qualifications which leads them to a meaningful employment and employment opportunities.

C) PURPOSE AND DESCRIPTION



This section should clearly and succinctly describe what the proposal will deliver

C.1 Goal

What is the overall aspirational goal of this proposal?

This project will grow the skills and capability of taitamariki to equip them for sustained work in the hair and beauty and related industries.

This project will liaise with local employers to establish work placements for the learners, see attached appendix 2 for employment forecasting.

This project will provide services for the community and seeks to establish business entrepreneur opportunities for the learners, see attached appendix 2 which identifies self employment opportunities in the sector.

Please find attached appendix 1, stakeholders that have been consulted / involved in the development.

It will also increase student retention at the school as wahine surveyed are adamant that they will be leaving school if this course is not offered within the framework of the school and in particular the support of the school's pastoral care.

C.2 Description of activities and why He Poutama Rangatahi funding is needed

Describe your proposed activities, what you propose they will achieve and how they lead to sustained employment (include a timeline).

The project will deliver an education programme of one year in duration and lead to NCEA level 2 and 3.

The programme will provide them with further options including but not limited to;

- direct entry into the **Commercial Information** higher learning programme
- employment opportunities in the hair, beauty and related industries
- continue with secondary education

The young people will be provided career develop advice and planning

To develop skills and learning in the hair and beauty and related industries. Students will learn skills ranging from customer service, foundation hairdressing services, hair fashion knowledge, foundation beauty treatments, anatomy and physiology. There are also clear pathways from this academy into higher level learning and / or employment.

Throughout the delivery of this programme the young people will have intensive pastoral support through the following systems;

- **Commercial** dedicated whanau teachers for the duration of the programme
- A learning support assistant has been assigned to the course that will provide transport to and from the course to ensure attendance
- Regional mentoring to assist with academic achievement and any issues that may impact on the achievement

January 2019 Students enrol in the programme

February 2019 Programme begins

April – June 2019 Initial assessments and career pathway conversations

August – September 2019 Preparation for final assessments and 2020 planning goals



November 2019 Final assessments and preparation for 2020 decisions

December 2019 Programme completion

As stated previously due to current allocation of funding to other projects in the trades academy space there has not been sufficient allocation to pilot this programme, which is directed primarily at wahine Maori, a target group not previously addressed. Therefore to pilot this initiative and potentially reduce the number of wahine Maori becoming a NEET statistic He Poutama Rangatahi funding is needed to support the establishment and initial running of the project.

C.3 Target Groups

Rangatahi

Which grouping/s of rangatahi (e.g. age, ethnicity, young parents, disability etc) is your proposal targeting, and what makes them 'most at risk of long term unemployment'? Please indicate how many women will be targeted.

This project looks to provide targeted skills and capability development for identified high risk wahine. The NEETs rate in Te Tai Tokerau is highest for females and this project looks to prevent and reduce this statistic through the provision of an academy that directly responds to the learners requests.

The focus will be for wahine Māori (60%+) but all learners will be included.

This project seeks to provide a specifically targeted programme for wahine, the content of the academy is at the direct request of the learners and is open to all learners under the age of 20 and eligible to enrol at a secondary school

Employers

Which employers (eg sectors) are you targeting, and why are you targeting them?

Initial targets for this project is the hair and beauty sector with also potential transferral skills being developed to enable pathway into the retail sector. However the focus of the programme is to support young people, specifically wahine Maori, to higher education and then into sustainable employment after achieving level 3, 4 & 5 qualifications. It is believed that achieving a higher level of qualification will not only increase the employability of these young people but also support longer sustainable employment.

The programme will work in partnership with ^{Commercial Information} to develop ongoing and viable relationships with employers in the rohe. These employers may include but are not limited to;

- ^{Commercial Information}



C.4 Outcomes

What outcomes are expected to be delivered to rangatahi, employers and the broader community after 6 months, 12 months and 18 months and beyond. *Outcomes are the short, medium, and long-term changes or effects that are intended as a result of this proposal?*

	Rangatahi	Employers	Community
Commercial Information	Commercial Information wahine Maori still engaged in education		Reduction in NEETs Engagement with students in the Hair & Beauty sector including but not limited to rest homes, mental health day programmes, disability programmes. This engagement allows the students to practice newly acquired skills but also increases safe social engagement for the people in these community groups
Commercial Information	Commercial Information wahine Maori complete NCEA level 2 plus vocational pathway award in Services Industries	Access to prepared and trained staff to support business growth	Reduction in NEETs Engagement with students in the Hair & Beauty sector including but not limited to rest homes, mental health day programmes, disability programmes. This engagement allows the students to practice newly acquired skills but also increases safe social engagement for the people in these community groups
Commercial Information	Commercial Information wahine Maori enrolled in higher education	Access to prepared and trained staff to support business growth	Reduction in NEETs

C.5 Outputs

<p>What outputs does the proposal expect to achieve (<i>outputs are the products, goods and services that will be delivered to achieved the outcomes</i>).</p>
<ol style="list-style-type: none"> 1. Young people achieve NCEA level 2 2. Young people achieve Vocational Award (service industry) 3. Young people achieve entry to higher education 4. Community groups who are identified as ‘high need’ increase social engagement and clients increase confidence levels



C.6 Expected Results

What are the expected measures of success for your proposal (to the extent that these can be predicted)?
<p><input type="checkbox"/> % of participants will achieve NCEA level 2</p> <p><input type="checkbox"/> % of participants will achieve Vocational Award (Services Industries)</p> <p><input type="checkbox"/> % of participants will obtain employment</p> <p><input type="checkbox"/> % of participants will pathway into higher learning</p>

Expected indicators for rangatahi and employers

Numbers of Rangatahi	Commercial Information	Commercial Information
Enrolled in the programme and committed to the kaupapa	Comme	Comme
Progress towards enabling sustained employment	Comme	Comme
Placed in jobs	Com	Com
Numbers of Employers	Commercial Information	Commercial Information
Enrolled in the programme and committed to the kaupapa	Com	Com
Received job placement	Com	Com
Retain rangatahi in employment	Comme	Com

D) ROLES AND RESPONSIBILITIES

This section should outline who will be involved in the design and implementation of this proposal and why

Name of organisation	Kamo High School
Roles and responsibilities	Kamo High School is a co-educational state secondary college and caters for students from Years 9 to 13. The school roll is largely bicultural, with a total roll of 850 learners and 55% of these learners are Māori. It has a Board of Trustees as its governance group and is part of te Tai Raki Whangarei Kahui Ako (Community of Learning).
Skills and resources	Education
Capacity and experience in providing	Kamo High School currently has pastoral care capability inbuilt into its structures, this team will be based next door to the Hair



<p>this type of service</p>	<p>and Beauty facility and will provide ongoing care and support throughout the programme. The relationship with <small>Commercial Information</small> enables the learners to pathway into a familiar environment if they choose higher learning and plan their transtition from one pastoral care system to another.</p>
<p>Current activities in other sectors (e.g. other business, sporting, community activities which are not the subject of this application)</p>	<p>Secondary education from Year 9 – 13 Multi Skills Trades Academy – focused on construction sector</p>
<p>Governance Structure (include organisational chart if available)</p>	<p>The project will sit under the current Kamo High School governance structure and adhere to all policies and guidelines within this. This structure is a national structure with a governance board, a senior management team and operations staff. As the project will be in conjunction with <small>Commercial Information</small> their policies and processes will also be applicable. Both organisations have proven project capability.</p>
<p>Conflicts of Interest Please include any actual, potential or perceived conflict of interest that the Applicant(s) or any key personnel have in relation to this proposal ¹</p>	<p>Nil to report at this stage</p>
<p>Additional value the organisation will add to this activity</p>	<p>Buildings have been allocated for the course by Kamo High School. These buildings will undergo refurbishment and conversion into a practical salon and beautician facilities as a commitment to the project. The school is also supporting the project with a staffing commitment of <small>Commercial Information</small>. <small>Commercial Information</small> will provide specialist knowledge required in the project. This will be approximate <small>Commerc</small> hours of specialist learning and support/ Provision of higher learning pathways for learners from the academy into tertiary learning/ Assistance with industry work contacts to set up work experience and entrepreneurial possibilities</p>
<p>Joint applications: If this is a joint application, briefly describe the nature of the arrangement between the organisations involved (e.g. partnership, joint venture, Memorandum of Agreement/Understanding, no formal agreement). <i>A joint application is where two or more New Zealand based organisations are planning to partner, either formally or informally, to deliver an activity through HPR.</i></p>	
<p>This is a partnership between Kamo High School and <small>Commercial Information</small>. Kamo High School is the lead partner and is providing the facilities, students, pastoral support and academic reporting. <small>Commercial Information</small> is providing the specialist teachers <small>Commercial Information</small>, the quality management of the Hair and Beauty standards, the links with employers and pathway to higher education.</p>	

¹ Note: Conflict of interest does not necessarily mean that someone has done something wrong...it just needs to be identified and managed carefully. Go to <https://www.oag.govt.nz/2007/conflicts-public-entities> for more information



E) ASSUMPTIONS AND RISKS

E.1 Assumptions

Describe any key assumptions you have made when developing the expected outcomes (e.g.; what are the context or delivery assumptions you have made that success depends on).

It is envisaged that this project will be piloted under the PGF structure and with intended outcomes of over ^{Comm} % success for the learners. Success is the successful completion of the programme, awarded NCEA level 2 and Vocational Award (Services Industries) and pathway into higher education or employment.

the Secondary Tertiary Programme funding will be successfully achieved from ^{Commercial} onwards.

E.2 Risks

What are the key risks you perceive and how will you manage these risks? (Please update and advise MBIE of any new risks as they emerge).

Provide an explanation of/reference to any documents or methods used to determine and assess risks, e.g. feasibility studies, economic/risk evaluations.

Risk	Responsible party	Risk treatment / Mitigation
Young people drop out of the programme	Kamo High School	a. The design of the programme will ensure engagement with the young people b. Whanau teachers will develop sustainable relationships with young people c. Regional Mentoring Service will provide ongoing support and assistance to young people to navigate potential barriers to engagement
Health and Safety incidents	Kamo High School ^{Commercial Information}	KHS and ^{Commercial Information} has full health and safety processes which it implements and will continue to implement

F) FUNDING

Please identify your cost/benefit breakdown across the requested funding period you are applying for.



F.1) Total funding request

	Commercial Information	Commercial Information	Commercial Information (if applicable)	TOTAL
Total funding request	Commercial Information	Commercial Information		\$ Commercial Information

F.2) Funding breakdown

Please break down your funding request above into relevant areas of spending

	Commercial Information
Administrative costs	
HR costs	
Programme costs	
Capital expenditure	
Other costs	

F.3 Funding rationale

Please break down your funding request above

Administrative costs	Quality Assurance processes (\$ Commercial Information)																																
HR costs	-																																
Programme costs	Specialist equipment for learners (\$ Commercial Information per kit x Commercial Information learners = \$ Commercial Information) Specialist FTE (\$ Commercial Information)																																
Capital expenditure	<p>Outfit existing space with appropriate equipment</p> <table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Cost</th> <th></th> </tr> <tr> <td></td> <td></td> <td>\$</td> <td>\$</td> </tr> </thead> <tbody> <tr> <td>Hairdressing chairs</td> <td></td> <td colspan="2">Commercial Information</td> </tr> <tr> <td>Saddle stools</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Manniquins</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Hairdryers</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Basins</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Chairs for basins</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Item	Quantity	Cost				\$	\$	Hairdressing chairs		Commercial Information		Saddle stools				Manniquins				Hairdryers				Basins				Chairs for basins			
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			Commercial Information
	Mirrors		
	benches		
	Reception desk		
	Display cabinets		
	PoS system		
	Therapy beds		
	Wax pots		
	waiting area furniture		
	Electricals		
	Plumbing		
	Sundry items		
			\$ Commercial Information
Other costs	Other operating costs are embedded within the existing structures of the school		

Are you currently funded for any parts of this work? If so, why do you need HPR funding?

Ministry of Education Operations Funding - committed funding for general teaching and learning requirements (for example property maintenance, curriculum resources, academic reporting etc)

HPR funding is required in order to complement existing government funding mechanisms.

Commercial Information

The provision of HPR funding would enable a new initiative to be piloted and success established to ensure existing funding mechanisms can be utilised for proven successful outcomes for our tai tamariki in the



future.

Have you approached any other funding providers for this programme? If Yes, please disclose details. *(please note your application will be shared with other government funders).*

Commercial Information
[Redacted]

G) SERVICES TO CHILDREN

Will you be delivering service to children and young people under the age of 18? – **YES**
If Yes, please provide a copy of your child protection policies *(please note your application will be shared with other government agencies).*
Child protection policies must be, at a minimum:

- Written
- Contain provisions on the identification and reporting of child abuse and neglect.

YES – appendix 3

Have all staff involved in the delivery of services to children been vetted?.

YES

H) SUPPORTING DOCUMENTS

Attach any supporting documents. This could include evidence of endorsement by the regional lead or regional governance body, governance documents, designs/concept developments, feasibility studies, registration with the Police Licensing and Vetting Service, Staff codes of behaviour, child protection policies economic or risk evaluations or any document which supports assumptions, measurements or judgements made in the business case. Please list these in order below, and reference each document.



	Document (title)	Purpose
1	HPR Stakeholder Engagement	Show the relationships and conversations that have occurred in the development of the project
2	Regional Forecasting via Infometrics	Forecasting the employment need in the region to support development of qualified workers in this sector
3	Child Protection Policy	To illustrate awareness and adherence to the Oranga Tamariki legislation
4		
5		



G) DECLARATION

I certify that:

- a) To the best of my knowledge, the information contained in this proposal is true and accurate;
- b) Our organisation is aware of and complies with the relevant legislative requirements to provide the services provided, in particular (but not limited to) under the Vulnerable Children Act 2014, Privacy Act 1993, and Health and Safety at Work Act 2015;
- c) All sections of the application form have been completed;
- d) All supporting documentation required has been attached; and
- e) I have the authority of my organisation to sign this declaration and provide the required information.

In signing this Declaration, I understand that:

- f) There is no guarantee that my organisation will be successful in securing He Poutama Rangatahi funding;
- g) He Poutama Rangatahi Central Project Team may collect information about my organisation from any third party in respect of this application;
- h) If the proposal is successful, the name of my organisation, the purpose of the investment and the MBIE investment amount will be made available as part of MBIE accountability for public funds;
- i) I (the applicant) along with the target group and beneficiaries of the proposed project may be required to participate in an evaluation of the project.

Signed: _____

Designation: _____

[To be signed by an authorised signatory]

Date: _____



*He Poutama Rangatahi Expression of Interest - Academy for the Retention
of Wahine Maori (in Secondary Education)*

Appendix 1- Stakeholder Engagement

Stakeholder	Contact	Level of Engagement
Learners	Survey Meetings	Learners at Kamo High School were surveyed with a high percentage of the female learners indicating their wish to study hair and beauty opportunities. Subsequent meetings with learners have supported the survey results.
Commercial Information	Meetings Email Phone calls	Commercial Information Specialist knowledge required in the project. This will be approximate ^{Commerc} hours of specialist learning and support Provision of higher learning pathways for learners from the academy into tertiary learning Assistance with industry work contacts to set up work experience and entrepreneurial possibilities
Commercial Information	Application for trades academy places	Commercial Information
Ministry of Education	Meetings Email Phone calls	Commercial Information
Community	Meetings	A range of community stakeholders have been contacted, including Hair and Beauty industry, Local Retirement village and others. Local Retirement village have committed to providing 'clients' for the learners Local industry have indicated ability to supply products at cost value Local industry have indicated wish to support work experience for learners
Ngare Raumati, Ngāi Tāhuhu, Ngātiwai	Meetings	Have expressed support via meetings for providing education alternatives that respond to taitamariki requests and in particular supporting wahine to pathway into a career



Appendix 2 – Regional forecasting via Infometrics

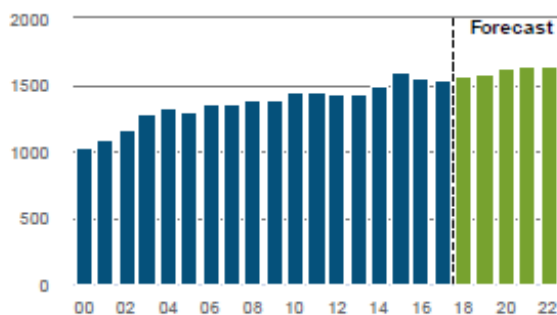


Hair and Beauty
NORTHLAND REGION

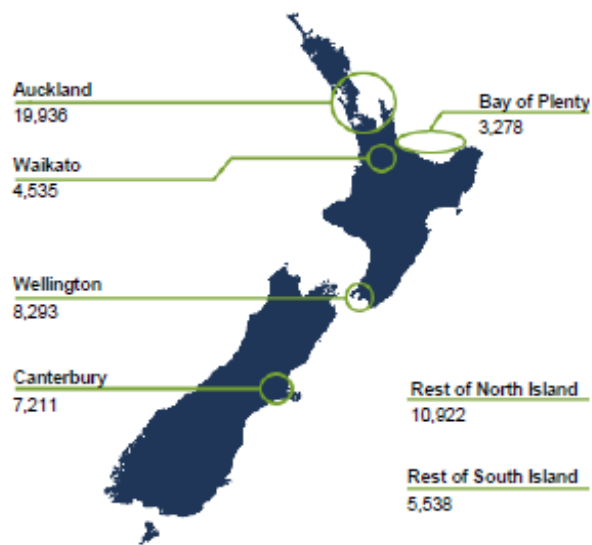
How many people worked in the sector in 2017?

1,537 filled jobs

2.2% of 69,187 in Northland Region



Where did people work in 2017?

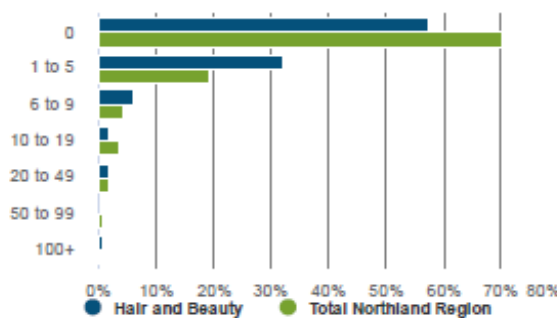


CHANGE P.A	2012-2017	2017-2022
Hair and Beauty	1.3%	1.3%
Total Northland Region	1.8%	1.2%

How many businesses were in the sector in 2017?

490 business units

2.4% of 20,598 in Northland Region



What were the top 5 occupations in 2017?

581: top 5 occupations

38% of total Hair and Beauty in Northland Region

OCCUPATION	LEVEL 2017	CHANGE	
		12-17	17-22 (F)
Hairdresser	309	2.0%	1.4%
Beauty Therapist	128	2.3%	1.3%
Minister of Religion	81	-0.2%	-1.3%
Laundry Worker (General)	35	5.2%	0.1%
General Clerk	27	-5.3%	-2.8%

How many people are likely to be in new roles in the sector between now and 2021?

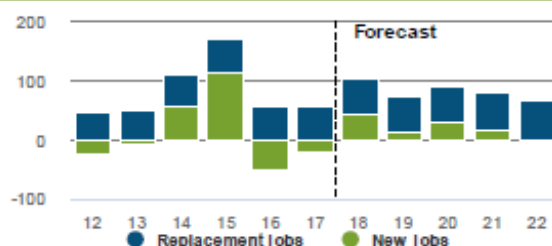
457 Total job openings

Total Northland Region: 23,974

Total job openings (2017-2022) consists of:

- New jobs: 86
- Net Replacement job openings: 372

New job openings come from growth in total employment. Replacement job openings estimate individuals leaving an occupation (eg, retirement), net of individuals entering an occupation (eg, returning from parental leave).





Hair and Beauty

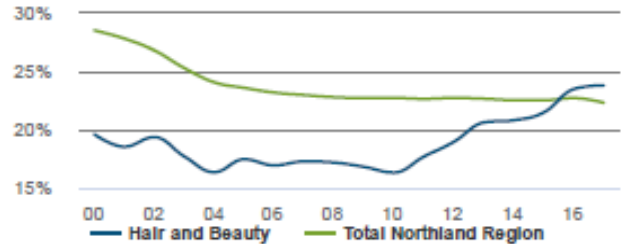
NORTHLAND REGION

How many people were self-employed in 2017?

366 Self-employed

Workers in the Hair and Beauty are more likely to be self-employed than workers in Northland Region as a whole.

24% self-employment rate
Total Northland Region: 22%



How productive was the sector in 2017?

\$43.7m GDP

0.9% of Northland Region GDP

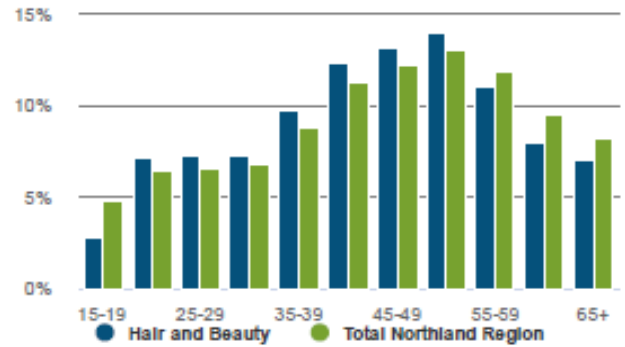
CHANGE P.A	2012-2017	2007-2017
Hair and Beauty	1.7%	1.3%
Total Northland Region	2.9%	1.3%

\$33,953 GDP/FTE

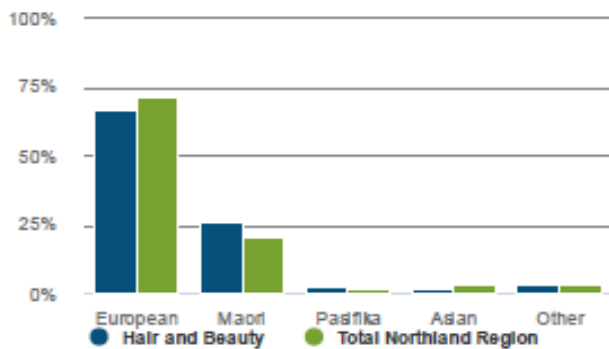
Total Northland Region: \$82,304

0.07% P.A. change from 2012-2017.
Total Northland Region: 0.9%.

What was the age profile of workers in 2013?



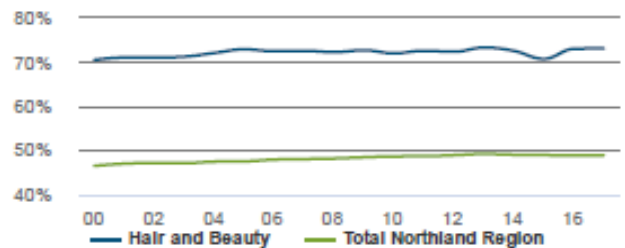
What was the ethnicity of workers in 2013?



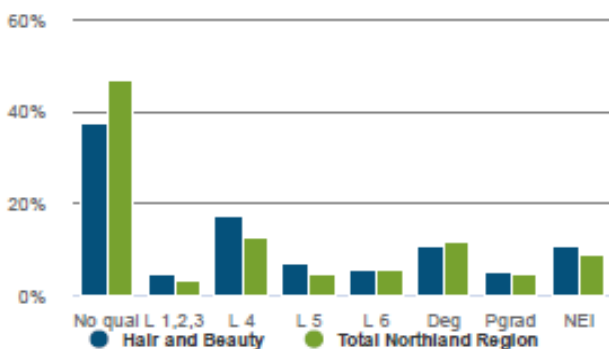
How many workers were female in 2017?

73% female

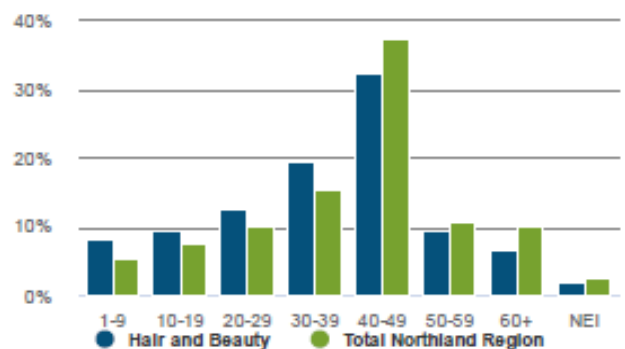
Total Northland Region: 49%



What were the workers highest quals in 2013?



How many hours were spent working in 2013?



Data source: Infometrics and Statistics New Zealand - This report relates specifically to the sector as defined by the client



Appendix 3 - Child Protection Policy

Rationale: The school is required by NAG 5 to:

1. Provide a safe physical and emotional environment for students; and
2. Comply in full with any legislation currently in force with Oranga Tamariki / Ministry for Children or that which may be developed to ensure the safety of students and employees

Purpose: The purpose is to embed a culture of child protection which consistently safeguards and promotes the well-being of children.

This procedure is for those working at the school to report suspected or actual child abuse and neglect which ensures that:

1. The welfare and interests of the child or young person are the first and paramount consideration.
2. That all complaints are taken seriously and dealt with effectively including full, accurate and prompt sharing of information (as permitted by the law);
3. That in the case of a complaint against an employee, action is guided by the applicable employment contract, Complaints Policy and/or principles of natural justice.
4. The vital role of cultural groups and local support agencies is recognised by the Principal in her ongoing communication and liaison with the wider community.

Scope: The Ministry of Education Child Protection Policy (Appendix 1) applies to **all staff employed, contracted to, or people volunteering with**, Kamo High School.

Staff employed, contracted to, or people volunteering with, Kamo High School have varying levels of contact with children, depending on their role. Staff may have:

1. Regular, unsupervised access to children
2. Contact with children where other adults are present
3. Little or no contact with children

While some staff may have limited or no direct contact with children, they may interact with schools and kura, ECE services, other child related services, families, whānau and the wider education and or social sector community in their role. As a consequence of this interaction, staff may be in a position to identify actual, or be suspicious of, abuse or neglect.

In addition, staff with limited or no contact with children may be in a position to identify systemic opportunities and weaknesses in the protection of children, and/or to promote a culture where the child, and child protection, is at the centre of all procedures, processes and decision-making.

Definitions:

Child and Young Person – a child is someone under the age of 14 years and a young person is someone aged 14 years and over, but under 17 years who is not or has never been married or in a civil union (section 2, Oranga Tamariki Act 1989).

Child Abuse - means the harming (whether physically, emotionally or sexually), ill-treatment, abuse, neglect or deprivation of any child or young person (section 2, Oranga Tamariki Act 1989).

Child abuse/neglect includes: 127



1. Physical abuse
2. Sexual abuse
3. Emotional/psychological abuse e.g. family violence, exposure to illegal activities, rejection
4. Neglect e.g. medical neglect, abandonment, neglectful supervision

Scope: This policy applies to all staff and students.

Guidelines:

Staff and student education about child abuse/neglect

1. To assist with training the school may liaise with Oranga Tamariki and the NZ Police, the Guidance Counsellor or educational psychologists from Group Special Education (GSE).
2. The school will provide preventative education in the delivery of the Health and Physical Education national curriculum statement. Students will have access to information about child abuse and appropriate responses to it through the relevant parts of the curriculum.

Guidelines for reporting child abuse/neglect

1. Section 15 of the Oranga Tamariki Act 1989 provides that:

Any person who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally, or sexually), ill-treated, abused, neglected or deprived may report the matter to the chief executive or a constable. Guiding principles are:

- a) The child's safety should always be the paramount consideration in the notification process.
- b) No decisions or actions in respect of suspected or actual child abuse are to be made by any staff member in isolation unless there are concerns for the immediate safety of the child.
- c) A consultative approach is essential to ensure the safety of the child and the staff member. Staff must discuss their concerns with the Principal or Deputy Principal (Students) or Counsellor. Where applicable follow the Board's Complaint Policy.
- d) Decisions about informing parents, caregivers or any authority (e.g. Police, Oranga Tamariki, etc.) will be made once discussion about the proposed reporting has been undertaken with the affected student. The decision to inform or report the abuse or neglect will involve making a professional judgment as to the student's ability to give fully informed consent to a report being made on their behalf. Schools are mandatorily required to report all suspected or actual abuse both physical and emotional. Anonymous protection for referees is legally binding.
- e) Decisions about informing parents or caregivers should be made after consultation between the school and Oranga Tamariki.

Related policies:

1. *Safe School*
2. *Sexual Harassment*
3. *Equity*
4. *Complaints*

References or Sources:

1. *Vulnerable Children's Act 2014*
2. <https://www.education.govt.nz/assets/Uploads/VCAPracticalGuide.pdf>
3. *MOE Child Protection Policy 2016 (Appendix 1)*
4. *MOE Safety Checking Children's Workers In Force 2015*
5. *Oranga Tamariki Act 1989 - Children's and Young People's Well-being Act 1989 (Name change 2017)*



Board Confirmation: 29 March 2018

Adopted: 29 March 2018

Signed:

Senior Leadership Contact: Deputy Principal – Students / Guidance Counsellor

Review details:

Action	Date
Commercial Information	