



Social Workers in Schools
Te Hunga Tauwhiro i te Kura

SERVICE SPECIFICATIONS

*Te Hunga Tauwhiro i te Kura / Social
Workers in Schools*



**ORANGA
TAMARIKI**
Ministry for Children

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1. ABOUT THESE SPECIFICATIONS

Who are these Specifications for?

These Specifications are for the Provider that Oranga Tamariki—Ministry for Children (Purchasing Agency) contracts with, to provide the Te Hunga Tauwhiro i te Kura / Social Worker in Schools (SWiS) service.

Outcome Agreements with Providers for the SWiS service require that they are delivered in accordance with these specifications. These specifications are a living document and may be varied at the discretion of the Purchasing Agency. These Service Specifications form part of the Outcome Agreement.

What is the purpose of these Specifications?

The specifications provide:

- a set of commonly agreed practice principles and values to guide service delivery
- detailed information about service delivery and practice
- a resource tool to help you deliver the Service consistently
- a resource tool to assist you in meeting the desired Service outcomes
- a way for us to improve our responsiveness to feedback regarding changes to the service delivery component of the Outcome Agreement.

How should these Specifications be used?

These specifications should be seen as setting the minimum standard for service delivery to assist you to competently deliver the Service in accordance with the Outcome Agreement requirements. Each Provider can develop a service that reflects their organisation's philosophical base, incorporating local need and the culture within which it works.

Will these Specifications be revised?

This document is a living document and will be updated as required. The Purchasing Agency's staff will keep you informed of any further editions, updates or changes to these specifications, as it forms part of the Outcome Agreement. Feedback on the specifications is welcome at any time and can be sent to your Purchasing Agency's Contract Manager using the attached Feedback Form (see Appendix One).

Where can you go for further information?

For further information on these specifications please contact your Purchasing Agency's Contract Manager as identified in your Outcome Agreement.

2. RELATIONSHIPS

What are the principles that underpin the relationship between Purchasing Agency, the Provider and the client?

For this relationship to be successful, it is essential that all Parties collaborate to ensure the service is effective and accessible. The following principles guide all dealings under the Outcome Agreement. The Parties agree to:

- act honestly and in good faith
- communicate openly and in a timely manner
- work in a collaborative and constructive manner
- recognise each other's responsibilities
- encourage quality and innovation to achieve positive outcomes

The Outcome Agreement does not constitute a partnership in the legal sense nor does it mean that the Provider is an employee or agent of the Purchasing Agency.

Cultural awareness

Each Party recognises the needs of all people, including Māori, Pacific, ethnic communities and all other communities to have the SWiS service provided in a way that is consistent with their social, economic, political, cultural and spiritual values. Each party will uphold and protect Māori rights and interests. This includes acknowledging throughout all SWiS activity the concepts of mana tamaiti, whakapapa and whanaungatanga.

Accessibility

Increased participation is supported by enhanced accessibility and recognises the diverse needs of all people, through:

- ease of communication
- understanding and capturing the voices of rangatahi and whānau as it relates to SWiS practice
- flow of information
- physical accessibility.

3. ABOUT SOCIAL WORKERS IN SCHOOLS

Overview of SWiS Service

SWiS is a community social work service, delivered in the school setting. SWiS social workers are available to support selected primary, intermediate, composite and Kura Kaupapa Māori; working primarily with tamariki in years one to eight (ages 5 -12) within these schools. The decision to provide SWiS to a school is based on need in the school community.

By intervening early, social workers are able to work with tamariki, their families/whānau and schools, to help protect vulnerable tamariki and develop plans to improve their safety, wellbeing and educational outcomes. As well, there is an emphasis on ensuring equity and reduction of disparities for tamariki Māori and their whānau.

The school setting has the advantage of:

- being a site where tamariki are regularly seen
- having an existing infrastructure to support the delivery of the SWiS service
- allowing issues to be identified early.

SWiS social workers are employed by non-government social service providers. They work in partnership with school staff as part of the school community; however, they are not employed by the school.

A SWiS social worker will work in one school, or a group of schools, depending on the Provider's agreement with the Purchasing Agency. One 'full time equivalent' social worker position equates to one school or a cluster of schools, ideally grouped to make up a total roll of between 400 and 700 students.

Who is the client group for the SWiS service?

SWiS social workers work with vulnerable tamariki and their families/whānau. They provide timely social work intervention where there are concerns about a tamaiti's safety, or where the tamaiti's family circumstances are affecting his/her wellbeing and ability to learn.

Tamariki and their families/whānau referred to SWiS may be experiencing challenges in one or more of these areas:

- tamariki and families/whānau have been referred by Oranga Tamariki Care and Protection, and/or there is:
 - childhood history of abuse or neglect (tamaiti/either parent)
 - care and protection history (tamaiti/either parent involvement with Oranga Tamariki)
 - involvement with Oranga Tamariki Youth Justice services
 - risk of statutory intervention – families/whānau for whom statutory intervention may be required if concerns and risk factors are not addressed.
- tamariki are having difficulties attending and/or engaging in school due to issues such as:
 - recurring or chronic health issues, or disability
 - mental health issues, (tamaiti/parents/primary caregiver)
 - lack of transport
 - lack of supervision/parental/adult guidance
 - transience/frequent change of address
- tamariki with social or behavioural problems
- tamariki experiencing grief and loss, or other adverse life events, which are affecting their ability and/or the ability of their family/whānau to manage
- tamariki or their families/whānau are experiencing multiple social, economic or parenting issues such as:
 - isolation (no/little access to whānau or community resources/services)
 - addiction problems (drugs, alcohol, gambling)
 - low income/ beneficiary/ long term unemployment
 - chaotic living situation/home environment
 - family violence
 - parenting and child development issues
 - young parents (age under 18 years)
 - lack of basic amenities/tamaiti's basic needs not being met
 - currently incarcerated or history of incarceration (either parent/primary caregiver).

What is SWiS seeking to achieve?

The SWiS service seeks to achieve the following vision, long term outcomes, and results for tamariki and families/whānau.

Vision

Enhanced life outcomes for tamariki who's social and family/whānau circumstances place at risk their chances of achieving positive education, social and health outcomes.

Outcomes

- tamariki attending and engaged in school
- safe, socialised tamariki with a strong sense of identity and wellbeing
- tamariki and whānau are well connected to their community/whanau/hapu/iwi and confidently seek out additional support (natural & external) in times of need
- fewer tamariki are coming in to contact with more intensive/statutory pathways.

Results

The SWiS service is aiming to achieve the following results for the tamariki and their families/whānau with whom they work:

- tamariki attending school
- tamariki making friends and maintaining positive relationships at school
- resilient tamariki
- tamariki able to manage difficult situations and know who to go to for help
- timely SWiS intervention to address child safety concerns
- schools able to identify abuse and neglect and respond appropriately
- parent/caregiver participation in school activities
- tamariki making successful transitions from primary to intermediate and intermediate to secondary schools
- appropriate referrals are made to services to provide specialised support to tamariki and families/whānau
- collaboration between social services in the school and community, resulting in coordination of services to tamariki and their families/whānau
- parents and caregivers have positive parenting strategies and skills.

SWiS social work practice

SWiS social workers apply a range of skills in carrying out their role. They must be clear about their role and the boundaries of their tasks. Their practice will be child-centred,

family/whānau-led and culturally responsive. The core principles which underpin SWiS social work include a focus on tamariki and family/whānau strengths and evidence-based practice. The following represents these principles:

- social workers work in partnership with tamariki and families/whānau in a relationship which respects the right of each tamariki and family/whānau to participate in all aspects of service delivery (participation by tamariki and family/whānau is voluntary)
- tamariki right to have their wellbeing and safety protected will be the first and paramount consideration in the SWiS service
- tamariki are supported to reach their full potential
- existing strengths within families/whānau are acknowledged and enhanced through the application of strengths-based social work practice. Strengths-based practice emphasises people's self-determination and strengths. It is a philosophy and way of viewing clients as resourceful and resilient in the face of adversity.
- collaboration and open communication between all key partners (providers, schools and other community support organisations) is vital to ensure the services are effective and accessible

Social workers activity with tamariki and families/whānau to:

- developing supportive, trusting relationships with tamariki and families/whānau to facilitate change
- assessment and intervention planning (that includes tamariki and their family/whānau) with goals for change which build on the strengths and resilience of clients
- advocating for tamariki and their families/whānau to ensure their needs are understood within the school setting
- linking tamariki and families/whānau with community or specialist services where needed
- applying the Paramountcy Principle in the work with children and ensuring reports of concern are made appropriately
- undertaking a case coordination role where appropriate when there are multiple agencies involved in the support of tamariki and families/whānau

- The social worker is to use the Strengths and Difficulties Questionnaire (SDQ) as an evaluation tool for the service. The use of the SDQ will also inform the social worker's wider assessment of the tamaiti and their family/whānau
- The SDQ is to be completed by the tamaiti family/whānau and Form/Whānau teacher at the beginning of service delivery and again as part of the final review of plan for tamaiti and whanau.¹

Group programmes

In order to further work with tamariki on their caseloads, and/or wider cohorts, SWiS social workers will provide Group Programmes. These programmes will be developed in conjunction/consultation with their school(s). There is an expectation on partners that Group Programme allocations be considered at an approximate proportion of 3% of the overall SWiS FTE rate.

A group programme is defined as: A strengths and needs based planned group activity that provides positive social development opportunities to enhance and support tamariki learning and holistic wellbeing. This includes social workers:

- working with cluster partners to assess needs which can best be met within a group context. This will include trends in referrals to SWiS and issues which have come to the notice of schools and social workers
- providing reports to the Governance Group which include SWiS referral reasons and proposed group programme responses to meet needs identified
- planning, coordinating and delivering group programmes for tamariki and families/whānau in response to areas of need identified in the course of their work
- evaluating the effectiveness of group programmes to ensure programmes are targeted towards the areas of need and expected outcomes are achieved.

Outcomes of group programmes

Group programmes are delivered to meet identified needs which would be best met by an interactive group setting. This may include programmes which:

¹ NB: When the child is 11 years and over, it is best practice to use the SDQ with the child as well as the parent and teacher.

- strengthen tamariki social relationships and communication
- build positive identity
- address specific behaviour which is causing concern
- strengthen resilience and ability to manage grief, loss and change
- strengthen families/whānau ability to support their tamariki.

Group programmes may be delivered by SWiS social workers, trained facilitators of evidence-based programmes, SWiS social workers co-facilitating with Resource Teachers for Learning and Behaviour (RTLB), Public Health Nurses or other relevant professionals.

Community liaison and service coordination

This component of the service involves the social worker:

- working with other school-based professionals, in particular school support services, attendance services, nurses (including SBHS, public health nurses, mental health support staff), Resource Teacher: Learning and Behaviour (RTLB) staff and Ministry of Education (MoE) behaviour and special education practitioners, to identify, co-work and refer appropriately when specific problems affect a tamaiti's wellbeing
- developing a collaborative relationship with the Purchasing Agency's local offices to facilitate information sharing and working together
- active participation and support for coordinated plans when children with complex needs require a multi-agency approach.

Location of SWiS social worker

For the SWiS service to be successful, SWiS social workers will have a base office in one of the schools within which they work, and they will primarily work from this base. It is important that social workers have a suitable room in each school in which they can work confidentially with tamariki and their families/whānau.

It is not anticipated that social workers will base their work out of the Provider's office during term-time, however, they will have a workspace in the Provider's office to utilise when required.

By being located within and becoming known as part of the wider school community, SWiS social workers are able to break down many of the barriers and stigma families/whānau feel by asking for help.

Referral process, including referral form

Referrals to the Service are formal requests for a social work service. Referrals can be made by tamariki and families/whānau (self-referrals), schools, statutory agencies (e.g. the Purchasing Agency), or health and community agencies working with families/whānau.

Referrals to the Service are made with the knowledge and consent of families/whānau. The service can only be successful with the willing participation of tamariki and their families/whānau, so it is important that the family/whānau understand the reason they have been referred to the Service and give their consent (verbal is ok at the point of referral). If a tamaiti self refers and does not want their family/whānau to know, the social worker should work with the tamaiti to determine the best approach to gain parental consent to on-going SWiS services.

While the social worker's primary focus is the tamaiti in the SWiS-serviced school, the social worker will take a whole of family/whānau approach which may include working with parents or caregivers and siblings regardless of the school they are attending.

When a tamaiti engaged with the Service moves to another school, this transition is to be supported through joint planning (wherever possible) to ensure a smooth transition. This plan may include transition to SWiS services in the new school, or where no service is available the social worker should work with their school to ensure any issues which may impact on learning are included in the tamaiti's file to advise the new school. This should be provided with the consent of the tamaiti's family. Referral to a community social work support agency may also be appropriate. If necessary and practicable, the SWiS social worker may continue to offer a Service to the tamaiti and family/whānau for up to six months, i.e. post a tamaiti's move from one school to another.

Form

While there is no standardised referral form provided by the Purchasing Agency, it is recommended the referral form to SWiS will include the information set out below:

- Referral date
- Name of School
- Referrer's name and contact details
- Tamaiti's name, date of birth, address, ethnicity
- Parents/caregivers names, date of birth, address, ethnicity, first language

- Parents/caregivers contact details
- Specific and clear information about the nature of concern and how the issue/s are impacting negatively on the tamaiti/tamariki and their capacity for learning at school
- Involvement with Oranga Tamariki (Current / Previously). Seek further details of social worker at Oranga Tamariki

Reporting Concerns

Where the referral is from a Purchasing Agency's Social Worker and the Purchasing Agency has an on-going involvement with the tamaiti or their family, if the SWiS social worker considers that a tamaiti have any of the following issues or their behaviour gives cause for concern it is appropriate to talk to the tamaiti's caregiver and Purchasing Agency's Social Worker.

Where there is an immediate concern it is important that the SWiS social worker talks to someone directly to ensure they are aware of the concern; do not leave a voicemail message. If the Oranga Tamariki Social Worker is unavailable, then please contact their supervisor or call the National Contact Centre (0508 FAMILY) and ask for the duty Oranga Tamariki Social Worker at the tamaiti's local site.

Issues of concern are listed below but this is not an exhaustive list. A tamaiti:

- not attending appointments or programmes when the SWiS social worker expect them to and there are grounds to believe they are at risk of being harmed by others, or there are mental health concerns, or they are at risk of harming themselves or others – contact the tamaiti's caregiver and the Oranga Tamariki Social Worker
- has a pattern of missing planned sessions – contact the tamaiti's caregiver and the Oranga Tamariki Social Worker
- displaying behaviour that is concerning – contact the tamaiti's caregiver and the Oranga Tamariki Social Worker
- appear to be under the influence of drugs or alcohol – contact the tamaiti's caregiver or the Oranga Tamariki Social Worker and supervise till someone comes for them
- have suicidal ideation or reveal they have self-harmed – contact the tamaiti's caregiver and the Oranga Tamariki Social Worker
- become seriously unwell – contact the tamaiti's caregiver and apply / seek appropriate medical assistance.

Social Sector Accreditation Standards

Providers delivering the SWiS service are required to meet Level Two, Ministry of Social Development (MSD) specific accreditation standards. Providers are required to maintain their Accreditation Level according to MSD's relevant Social Sector Accreditation Standards.

For more information please visit: <https://www.msd.govt.nz/what-we-can-do/providers/social-services-accreditation/accreditation-standards.html>

4. SERVICE DELIVERY

Where do Providers fit in the big picture?

Providers are contracted by the Purchasing Agency to deliver the SWiS Service. This includes employing and supervising social workers and managing the SWiS Service in accordance with the Outcome Agreement and these Service Specifications.

Providers work in collaboration with other community service providers and Government agencies to ensure SWiS services are delivered in a coordinated way. Key relationships include Ministry of Education regional teams, Purchasing Agency's local offices, regional and national contracting teams and others as appropriate.

In order to achieve the aims of this Service, it is important that the Provider works closely with the schools within their Cluster. This relationship may be formalised in a Partnering Agreement (further details below) which forms the local framework for the SWiS service.

The Provider will:

- employ and support qualified and registered social workers, including those covered by Section 13 ('experience pathway') as approved by the New Zealand Social Work Registration Board (SWRB). Oranga Tamariki will consider what support may be required by the provider to allow this.
- note that in order to be employed as a SWiS social worker or funded out of a SWiS budget line, the partner is responsible for ensuring all social workers are both qualified and registered.
 - If registration has yet to be completed, this must be in the very final stages of completion, i.e. the registration process has one-two months to be completed. This allows a short 'grace period' where a non-registered employee can be on induction/training without purporting to be a SWiS/social worker. This includes those under S.13 of the Social Work Registration Act 2003.
- be responsible for ensuring that only those social workers with a current practicing certificate may use the term "SWiS" or "Social Worker", and
- advise Oranga Tamariki, via their Māori, Partnerships and Communities Advisor, of any circumstance where SWiS are anything other than fully qualified and registered social workers, or where the period to achieve such status is longer than that

indicated above. Oranga Tamariki must concur with non-social workers being employed. These instances must be clearly communicated by the Provider to the schools involved and the whānau of caseloaded tamariki. In all instances, these regionally specific job descriptions and roles must avoid, at all times, any verbal or written use of the terms “SWiS” or “social worker”.

The Provider will further:

- support social workers to comply with their registration requirements for the SWRB
- provide opportunities for on-going training and professional development of social workers, including supervision
- apply the partnering principles/framework as agreed in the Partnering Agreement
- promptly address any concerns or conflict between the school, the social worker and/or the Provider to ensure tamariki and family/whānau access to SWiS is not compromised by relationship issues. Partnering Agreement documentation may include a process to guide issues identification and resolution.
- ensure appropriate community liaison and networking links are made to support the social workers, clients of the Service and schools
- develop a process in partnership with the schools, to determine who takes responsibility for making reports of concern to Oranga Tamariki where there is evidence or disclosure of abuse or neglect, or concern for a tamaiti’s immediate safety. Providers and schools will have their own protocols in place, and it is essential that they agree on a process that follows protocols and determines the appropriate person to make the report of concern in each case. Notification may also be made to the Police
- partner with the local Purchasing Agency’s sites to share knowledge and expertise
- consult with the Purchasing Agency before withdrawing service to a school, providing service to a new school, including new schools in a cluster, or changing cluster formations
- ensure SWiS Governance Group meetings occur, arrange these and actively participate.

The Provider ensures that:

- schools are consulted when appointing a new SWiS social worker

- representatives from the school Cluster, where possible, a local senior Purchasing Agency's staff member and Māori and/or Pacific representation where appropriate, will participate in the interview process
- there is a clear process for vetting applicants, including speaking to referees and a police check
- each social worker has a clear, detailed job description and a documented professional development plan
- remuneration for social workers will reflect their qualifications, experience and skills
- social workers are able to work flexible hours as agreed in their employment agreement, to enable them to attend family/whānau meetings outside normal work hours.

Depending on location, social workers will be aiming for coverage of up to 700 tamariki per FTE at any one time, with active caseloads around 16, but no more than 20 (dependant on need and complexity of cases).

Social worker competencies

The most important factor in the success of the Service is the ability of the social worker to establish a professional, supportive and effective working relationship with each tamaiti and their family/whānau to ensure their goals for change are achieved. It is important that social workers:

- are able to work well within the school system(s) and with school personnel
- are able to work with tamariki and their family/whānau to develop positive family and peer relationships
- are committed to best practice – can demonstrate the Paramountcy Principle and act at all times in the best interest of the tamaiti
- are able to explain and promote social work in the school setting
- are able to manage their time well, given they will often be working across several schools
- demonstrate confidence and skill in group programme planning and facilitation.

While the Provider has discretion to develop the job description, they believe best reflects the position requirements, core competencies must be considered to ensure the best fit for the role. The Provider will be informed by standard core competencies and by the specific

social workers practice competencies detailed in the SWiS Toolkit 'the competency framework for practice excellence' when employing new social workers.

Supervision and training

The Provider is responsible for the quality of professional supervision, the support the social worker receives when working in the school setting and their access to appropriate training and development opportunities. The Provider is responsible for employing or contracting a supervisor, monitoring the implementation of the supervision plan and working with the social worker to develop a professional development plan.

Supervision is a compulsory requirement of the service:

- all social workers must receive no less than one hour per fortnight of formal, one-to-one professional supervision
- for new workers, supervision and/or mentoring should be weekly for at least the first six months of their employment. This should include close support for their role in developing collaborative relationships and shared expectations with school personnel and systems
- professional supervision must be provided by a qualified, registered and experienced social worker with proven skills and experience in social work supervision. It is preferable that the supervisor also holds a supervision qualification in social services that has been awarded by a registered and accredited education provider or is working towards this. If a supervisor does not have a supervision qualification, they are required to provide evidence of their skills and experience in providing social work supervision as part of the Social Sector Accreditation process.

The SWiS supervision policy and specifications have been developed to guide best practice in supervision.

Service support

The Provider will provide:

- office space and administrative support for the SWiS social worker while working outside the school offices and during the school holiday periods
- a mobile telephone for the SWiS social worker and pay all SWiS service related costs associated with this mobile telephone
- internet access

- organisational insurance to cover social workers working off-site
- provision of a car for the SWiS social worker, or reimbursement of travel costs if the social worker's employment contract specifies that their own car is to be used for work purposes
- a portable computer for the SWiS social worker's use within schools.

Management of vacancies and back-up for SWiS social workers

The Provider will provide, to the satisfaction of Oranga Tamariki, alternative provision for working with tamariki on SWiS caseloads if the SWiS social worker is on leave, undergoing training or there is a vacancy to ensure continuity of service delivery.

The Provider will ensure that the alternative proposal will be communicated to the school Cluster partners and noted in the Partnering Agreement.

In instances where a social worker is unable to be recruited to a vacancy, and assuming agreement from Oranga Tamariki, non-social worker alternatives may be allowed. Note that these regionally specific job titles and descriptions must be based on local knowledge and needs and avoid any mention of "SWiS" or "social worker" role descriptions or "social work" mahi.

The Provider will ensure that any SWiS social worker vacancy is suitably and promptly filled. Oranga Tamariki may seek to recover funding from a Provider if a vacancy of more than twelve weeks occurs – a determination on whether recovery is appropriate will be situation dependant and undertaken in consultation with the Provider. Oranga Tamariki will actively work with the Provider to fill vacancies appropriately, including support for registrations or s.13 pathways for potential recruits. Ongoing funding may only be provided if there is evidence of reasonable and sustained efforts by the Provider to recruit into vacancies.

Working in partnership to create a more cohesive and responsive service

The SWiS service is part of a range of intervention options available to support families/whānau. It is important, therefore, that there is a collaborative and supportive working relationship between all key partners, including the social worker, Provider, schools, RTLb's and local Purchasing Agency's offices. This helps to ensure services and supports for tamariki and their families/whānau are cohesive, effective and accessible.

SWiS Governance

In past years, SWiS operational management has been undertaken by cluster or governance (see definitions below) meetings, held quarterly. This has now changed (from March 2020) to requiring two such meetings a year. Providers may hold more than this number of meetings if required. Ideally, there would be one cluster and one governance meeting per Calendar year.

SWiS governance supports collaboration with other agencies to meet the needs of vulnerable tamariki, to provide a forum for identification of trends and gaps in available services and to minimise duplication of group programmes within communities. Local MoE and Oranga Tamariki—Ministry for Children operational management representatives will be invited to be members of local SWiS Governance Groups and/or Cluster meetings, alongside school principals, Purchasing Agency Advisors and SWiS Providers for an area.

Appendix Four comprises a Governance and/or Cluster Group meeting minutes template that can be used to facilitate record-keeping.

Cluster meetings

- Provider-called and attended by all relevant school Principals as well as Purchasing Agency and other agency representatives.
- A Cluster is defined as the school or schools associated with one SWiS worker and the provider.
- The focus of cluster meetings is on managing provider-schools' relationships; schools and providers operational practice – protocols and processes; alignment with other school-based professionals (such as SENCO, RTLB and SBHS).

Governance meetings

- Provider-led but more community-based, including cluster representatives, providers, principals, agencies (including, but not limited to, Ministry of Education, Oranga Tamariki), other key NGOs.
- The focus is more of a strategic discussion, including aggregated report-backs from clusters, collaboration and advocacy.

Both Cluster and Governance Groups aim to:

- understand the needs in the school community through a review of referrals, trends and issues from SWiS referrals, Purchasing Agency referrals, school data and any other relevant information
- build relationships between key SWiS stakeholders to enhance ongoing communication
- consider how SWiS partners and relevant agencies can work together to share knowledge and expertise
- support SWiS services to be delivered in partnership with other community based and statutory services
- meet the holistic needs of children and their families/whānau
- consider options for group programmes to address identified needs, considering locally and nationally funded/available programmes
- identify group facilitation skills within the SWiS social work community to enable sharing of group programme resources across schools
- provide advice when needed to ensure group programme selection and implementation meets the outcomes sought and follow the SWiS process guidelines
- provide a feedback forum to review measurement of the effectiveness of group programmes.

Roles and responsibilities in cluster or governance meetings

The Provider

The SWiS provider organisation will be represented by the manager or the SWiS practice leader, and this person will take responsibility to ensure meetings occur, are run according to the agreed process, and action points from meeting minutes are addressed. The SWiS social worker(s) may attend if agreed by the Parties.

The SWiS provider will present, call and organise meetings, including reports from each social worker, which may be consolidated into a single report, and will include:

- referral trends
- presenting issues
- SWiS developments and innovative practice.

Schools

Schools within meetings will be represented by the Principal, or a nominated person who is able to represent each school's issues and trends and contribute to the group on behalf of the school. This representative will be the school's signatory to the Partnering Agreement or a delegate of the signatory.

Oranga Tamariki—Ministry for Children

The Oranga Tamariki Partnering for Outcomes Advisor may:

- support SWiS providers to set up Governance Group meetings
- provide information/advice on contract detail as required
- provide advice and support to guide service delivery to ensure it aligns with the SWiS Service Specifications
- bring knowledge of other Oranga Tamariki funded services available in the community (for potential referrals, support etc.).

Local Oranga Tamariki site or operations manager contributions may include:

- report of current Oranga Tamariki referral trends
- information around development of local child protection protocols, and liaison processes for SWiS and schools
- links to any relevant Oranga Tamariki training opportunities.

Ministry of Education

- contributions to discussion on trends analysis
- provide links to MoE-funded services where available.

School/Provider partnership: Partnering Agreements

It is essential that Providers and the schools they are working with are clear about the role of social workers and have a common understanding of procedures to ensure social workers are able to carry out their role effectively. Any Partnering Agreements used or developed are vehicles to ensure a positive working relationship between SWiS providers and a school or cluster of schools; enabling effective service delivery.

Agreements will reflect a willingness by partners to collaborate, focusing on the needs of tamariki, and referrals based on need. The Partnering Agreements are also a document within which issues such as appropriate physical spaces within schools for use by SWiS social workers can be defined. Agreements should be reviewed when there is a change of key Governance/Cluster representatives (particularly social workers or school principals) to ensure the information relating to the Agreement is still relevant.

The Partnering Agreement is used to enact the SWiS Service Specifications (which need to be attached to hard copies of the Agreement held by Provider and Principal(s) and can be signed and/or reviewed by the Principal (of each school) and the service provider.

There is a wide range of SWiS resources to promote your service, including SDQ postcards, banners, flags, fridge magnets, posters and logos for business cards, letterheads, Power points, newsletters etc. There are also an SDQ Manual to assist with reporting requirements. These resources are available either on the SWiS webpages on the Oranga Tamariki website - <https://www.orangatamariki.govt.nz/working-with-children/programme-and-forums/servicesinschools/> - or via your Partnering for Outcomes adviser (who can source items on your behalf from the National Office SWiS Team).

Centres of Excellence

In some areas, local groups of SWiS Providers and social workers are working together to share knowledge and expertise. The Purchasing Agency supports this initiative and sees it

as an important development for SWiS. We will encourage Providers to establish local centres of excellence and where Purchasing Agency has the relevant expertise, they will support with resources and training needs identified within these forums.

Activities of the groups may include:

- considering regional professional development opportunities
- developing best practice systems through sharing knowledge, expertise, systems and processes
- consideration of training and support gaps from a regional perspective.

The roles of other partners

Purchasing Agency will:

- manage the funding allocated to the SWiS service
- select and contract with approved Providers under Section 403 of the Oranga Tamariki Act 1989, using the Level Two, Social Sector Accreditation Standards <http://www.msd.govt.nz/what-we-can-do/providers/approvals/accreditation-standards.html>
- provide advice and programme overview to ensure the Service is delivered in accordance with the Outcome Agreement and these Service Specifications
- monitor service delivery and financial management by the Provider. All Providers are required to report to the Purchasing Agency. The reporting requirements are detailed in the Outcome Agreement and the SWiS Provider Return Report
- report back to Government on the SWiS Service and its outcomes
- develop resources to support the Service
- liaise with the Ministry of Education nationally and regionally
- work with Providers to identify learning needs and where appropriate share training opportunities
- provide relevant training materials including the SWiS Toolkit
- work with SWiS Providers to share knowledge and expertise.

Schools

Schools are key partners in the provision of the Service. A collaborative working relationship between the social worker, the Provider and schools within the Cluster is crucial to the effective operation of the service.

The participating schools have a very important role in supporting the service, therefore it is important that schools:

- ensure the principal (or another senior staff member) attends and contributes to all Governance Group meetings
- create a collaborative working environment in which social workers are able to carry out their work successfully
- provide access to children during the school day
- have a comprehensive understanding of the Service and promote SWiS to school staff and families/whānau
- utilise the agreed referral process (see the 'referrals' section of this document)
- gain consent from family/whānau for referrals to the Service, understanding that access to SWiS support is often compromised by families/whānau not being adequately prepared for a referral
- promptly address any concerns or conflict between the school, the social worker and/or the Provider to ensure children and family/whānau access to SWiS is not compromised by relationship issues
- recognise that SWiS social work is a professional role with clear specifications
- support the delivery of group programmes within the school with resources, such as stationery and any other tools the school has available
- provide a room within each school for social workers to meet confidentially with tamariki and family/whānau without interruption and with access to kitchen, bathroom and administrative support
- base schools are responsible for providing a social worker's primary workspace including a desk, lockable filing cabinet and resources the social worker requires to carry out their work from within the school environment
- support the completion of the SDQ where they have been asked to do so by the social worker.

Ministry of Education

The Ministry of Education (MoE) is a key partner, particularly in the development of a new SWiS Service or when issues arise that they can assist with. It is important that local representatives attend and contribute to strategic governance meetings. Where issues arise that MoE has some expertise in or responsibility for, it will assist the SWiS partners to develop a resolution.

When a new SWiS Service is established MoE will provide support for school modifications and equipment required to enable the SWiS social worker to work from a base school.

In consultation the Provider, MoE and the school representatives will determine the most appropriate location for the social worker in each school. Where possible, existing suitable accommodation will be used and MoE will work with each school to determine what property modifications are required.

Promotion of service

Promotion of SWiS is important. It will be the joint responsibility of the SWiS social worker, the Provider and school to promote the Service in each school community, so that all stakeholders are aware of the Service and how they may access it.

There is a wide range of SWiS resources to promote your service, including SDQ postcards, banners, flags, fridge magnets, posters and logos for business cards, letterheads, Powerpoints, newsletters etc. These available either on the SWiS webpages on the Oranga Tamariki website - <https://www.orangatamariki.govt.nz/working-with-children/programme-and-forums/servicesinschools/> - or via your Partnering for Outcomes Advisor.

5. MEASURING RESULTS AND REPORTING

How do we know if Te Hunga Tauwhiro i te Kura / Social Workers in Schools is working?

We are all interested in being able to demonstrate that SWiS services achieve outcomes for tamariki, as well as their families/whānau. Purchasing Agency does this through collecting results. These are reflected in the SWiS Provider Return Reports attached to the Outcome Agreement and this Service Specification (Appendix Three).

What data needs to be collected for reporting?

To tell us if the initiative is making a difference Purchasing Agency requires the Provider to collect data that will tell us:

- how much we did
- how well we did it
- whether anyone was better off.

The data is backed up by a narrative report. A guide to writing the narrative report is found in the Provider Return Report.

What reports are required by Purchasing Agency?

To meet our obligations under the Oranga Tamariki Act 1989, reporting is required to meet the contractual obligations set out in the Outcome Agreement. Reporting is necessary to ensure accountability to Government for the funding provided.

The Purchasing Agency has agreed on the quantity and nature of the Services the funding supports and is required to report to Government that this has been achieved.

We will only ask you to provide us with non-identifiable information, which we will use for analysis, evaluation, aggregated summary reporting and research purposes.

The following reports must be completed and sent to your nominated Advisor Partnering for Outcomes on the dates set out in the Outcome Agreement:

- SWiS Provider Return Reports attached to the Outcome Agreement and these Service Specifications (Appendix Three)
- Strengths and Difficulties Questionnaire (SDQ) reporting spreadsheet. This is to be filled in regularly and sent to your local PfO advisor (or directly to the SWiS National Office team) twice yearly (alongside the Provider Return Reports in July and

December). An example of the reporting template is attached as part of Appendix Three below.

Any information that you give to us will be kept securely.

What is the SDQ?

The SDQ is a standardised psychometric measurement tool used in programmes such as Incredible Years, by Health for pre-school checks (B4 School Check) and in Gateway Assessments (for health and education needs).

The SDQ is an appropriate measurement tool for SWiS as it is internationally validated, can be used in initial screening, and can be applied after an intervention to track levels of change (and hence success of an intervention). It can also be used to generate key performance indicators such as the percentage of tamariki who have improved on before / after scores.

How does it work?

The SDQ consists of three questionnaires that are filled out: one by the teacher, one by the student (dependant on age) and one by the whānau – they have the same questions in them, just asked in different ways.

As an evaluative questionnaire, the SDQ should be undertaken at the start of a students' journey on the service and then re-tested at their exit point from the service to measure their change.

Please note that the SDQ is not required to be used for tamariki that are just on group programmes (other than those tamariki attending group programmes who are also formally SWiS-referred/involved in individual case work).

There is a step-by-step *SDQ Manual* to assist with reporting requirements available on the SWiS webpages on the Oranga Tamariki website:- <https://www.orangatamariki.govt.nz/working-with-children/programme-and-forums/servicesinschools/>

Obtaining and using the SDQ tool

Paper-based questionnaires for the SDQ can be found at <http://www.sdqinfo.com/>. This website also has general information on the SDQ that may be of interest/use. Scoring completed SDQ questionnaires can be done at <http://www.sdqscore.org/Amber>. To enable each SWiS social worker to score their SDQ questionnaires, the provider must create a

'userID' and accompanying 'userpassword' for them. This can be done at

<https://admin.sdqscore.org/Login>

The following copyright notice from the SDQ website applies:

Please note that Strengths and Difficulties Questionnaires, whether in English or in translation, are **copyright documents that are not in the public domain**. As such, they may not be modified in any way (e.g. changing the wording of questions, adding questions or administering only subsets of questions). This is to ensure that the SDQ is fully comparable across studies and settings. Similarly, to ensure high quality and consistency, unauthorized translations are not permitted. Paper versions may be downloaded and subsequently photocopied without charge by individuals or non-profit organizations provided they are not making any charge to families.

Users are not permitted to create or distribute electronic versions for any purpose without prior authorisation from **youthinmind**. If you are interested in making translations or creating electronic versions you **MUST** first contact youthinmind@gmail.com

Family Services Directory

Through the term of the Outcome Agreement with the Purchasing Agency, Providers must ensure that their organisation is listed on the Ministry of Social Development's Family Services Directory <https://www.familyservices.govt.nz/directory/> and that necessary information is updated when required.

Directory of SWiS Workers

A strong, collaborative working relationship between Oranga Tamariki–Ministry for Children and Te Hunga Tauwhiro i te Kura / Social Workers in Schools (SWiS) providers is important. A Directory of SWiS providers and social workers will assist in this collaboration. The purpose of the Directory is to connect Oranga Tamariki Social Workers with SWiS Social Workers where tamariki in the care of Oranga Tamariki are enrolled in a school that is serviced by SWiS.

To support the development and maintenance of the Directory, providers are asked to supply the following information at six-month intervals:

- SWiS Provider name
- SWiS social worker's name

- SWiS social worker's email address
- SWiS social worker's mobile number
- List of schools serviced by that SWiS social worker

It is essential that information in the Directory is accurate and up to date. We ask that you keep the SWiS National Office team informed of any changes, by updating the information as and when it changes.

Your obligations under the Privacy Act

In supplying reporting information to Oranga Tamariki, providers are required to comply with their own obligations under the Privacy Act 2020, by ensuring that where personal information is collected from clients in the delivery of the service, the client be informed;

1. That information is being collected.
2. The purpose for which it is being collected.
3. The intended recipients of the information.
4. The agency collecting the information.
5. The agency holding the information.
6. If the collection of the information is authorised or required under law.
7. The particular law.
8. Whether it is voluntary or mandatory.
9. The consequences of refusing.
10. The right to access and correction of the information.

Providers will also be required to let their SWiS staff know (prior to collection) that the following personal information will be collected: name, email address, mobile number; and that this information may be passed onto their local Oranga Tamariki site. This information may be required to inform coordination on notifications, Reports of Concern or information-sharing/handovers. Access to this personal information of youth/social workers will be restricted to Oranga Tamariki Regional Managers, Partnering for Outcomes advisors and Oranga Tamariki site social workers.

6. DEFINITIONS

In these specifications, unless the context otherwise requires words or phrases beginning with capital letters are defined as follows:

- Accreditation: The Social Services Accreditation team ensures that providers have the capability and capacity to deliver quality social services to communities. This is achieved by ensuring providers meet a consistent set of standards that meet legislative and policy requirements. 'Accreditation' and 'Approval' (as stipulated under the Oranga Tamariki Act 1989) are synonymous and may be used interchangeably.
- "Active client" means those clients who have an active plan in place with the social worker.
- "Cluster" refers to the group of schools which a particular social worker is working within.
- "Outcome Agreement" means the contract entered into by the Provider and Purchasing Agency for these services.
- "Paramourncy Principle" refers to section 6 of the Oranga Tamariki Act 1989, which defines paramourncy as "the welfare and interests of the child or young person shall be the first and paramount consideration".
- "Partnering Agreement" refers to the agreement which may be negotiated between the Provider and each school within the Cluster to guide the local delivery of the Service. This is not a legally binding document and differs in this way from the 'Agreement' referred to above.
- "Provider" means the organisation Purchasing Agency has contracted with to provide these services.
- "services" means the Services to be provided under the Agreement and "Service" has a corresponding meaning.

7. FURTHER INFORMATION AND USEFUL WEBSITE LINKS

SWiS Resources

There is a wide range of SWiS resources to promote your service, including SDQ postcards, banners, flags, fridge magnets, posters and logos for business cards, letterheads, Power points, newsletters etc. There are also an SDQ Manual to assist with reporting requirements. These resources are available either on the SWiS webpages on the Oranga Tamariki website - <https://www.orangatamariki.govt.nz/working-with-children/programme-and-forums/servicesinschools/> - or via your Partnering for Outcomes adviser (who can source items on your behalf from the National Office SWiS Team).

The Te Hunga Tauwhiro i te Kura / Social Workers in Schools Toolkit

The Toolkit provides the guidelines for the social work process and this should be used continuously as a reference by the social worker. These documents will be updated to reflect any changes to the service. The Toolkit documents are available at <https://www.orangatamariki.govt.nz/working-with-children/programme-and-forums/servicesinschools/>

The SWiS Toolkit includes:

- guidelines for making a report of concern
- induction package for getting started in the work
- social work process booklets
- group programme guidelines
- the Supervision Policy
- the Competency Framework for Social Worker

Providers will be periodically advised of additional resources, weblinks, updates etc as they occur.

APPENDIX ONE

Provider Feedback Form

Provider Feedback Form		
Please email to your Purchasing Agency's Contract Manager		
Name of service		
Summary of, and reasons for, suggested change		
Topic	Reference (section/page)	Suggested change/description
Contact name:		Position:
Provider name:		
Provider email:		

APPENDIX TWO

The SWiS Social Work Process

The SWiS social work process:

(NB: This is a summary of the process and it is outlined in more detail in the SWiS Toolkit)

Referral to SWiS	<ul style="list-style-type: none"> • Referral to SWiS Service from school staff, community, statutory services, or self-referral. You may choose to have the SDQ attached to your referral form so this is included at the outset (particularly for referrals from class teachers) • Advise referrer of expected timeframe for making contact with family/whānau • Notify Oranga Tamariki—Ministry for Children / Purchasing Agency if immediate safety risks are identified.
First contact	<ul style="list-style-type: none"> • SWiS contacts/meets with family/whānau to fully explain Service • Initial consent to Service/information-sharing should be gained at this point • If Service is denied at this point, the reason for this needs to be documented and the referrer advised • Re-assess risk to child and take any action required.
Gain written consent	<ul style="list-style-type: none"> • Face to face meeting to gain formal written consent to Service/information sharing with school, other services etc. If not already completed, now is the time to complete the pre-assessment SDQ alongside whanau/caregivers • Record all information • If Service is denied at this point, the reason for this needs to be documented and the referrer advised • Re-assess risk to child and take any action required.
Strengths and needs assessment	<ul style="list-style-type: none"> • Begin assessment of needs/issues/strengths/resources/risks • If not completed already, the SDQ tool is to be used here as part of the assessment process. • Document information including assessed level of risk at time of referral and again at assessment • Advise referrer that client has been engaged, or if consent to Service has been denied • If consent is denied, document all contact clearly and advise referrer • If serious concerns/risk are present liaise with referrer and/or school about a report of concern being made.

<p>Developing and implementing the plan</p>	<ul style="list-style-type: none"> • Support the child and their families to develop goals and a plan for how these goals will be achieved • Agree the frequency of contact and roles and responsibilities of those involved in achieving the goals. The plan should include tasks for the child, the family/whānau, the social worker and other key supports • Help the child and their family/whānau picture a future in which the social worker will no longer be needed and the client/ family/whānau is better able to manage the situation which prompted the referral • Involve and make referrals to wider supports as appropriate • Define roles, responsibilities and communication processes when other organisations/professionals are involved in supporting the child and their family/whānau. Provide case coordination where necessary.
<p>Reviewing and assessing the plan progress</p>	<ul style="list-style-type: none"> • The plan/goals/strategies need to be regularly reviewed, progress assessed, and adjustments made as required • Track whether the initial goals are still relevant • Identify any barriers to progress and opportunities to renegotiate tasks, goals, and partners to the process • Wherever possible, short-term intervention with clear, achievable goals should be negotiated • Strengths-based practice focuses on clients' achievement of goals and feeling better able to manage problems in their lives • This can be a good time to re-apply the SDQ – especially if more than four months have past since work with child/whānau began.
<p>Case closure</p>	<ul style="list-style-type: none"> • Review of progress should identify when goals for change have been met • If this hasn't been applied as part of a review meeting, the SDQ is to be used here • Closure of a SWiS intervention is to be managed in consultation with clients • The referrer and other partners in the change process will be advised and feedback sought from school and any other relevant services to assess positive outcomes • The SWiS Service will seek information to evaluate the effectiveness of the Service provided to inform Cluster partners, SWiS Service development within the Provider organisation and to fulfil contractual reporting requirements.

APPENDIX THREE: PROVIDER RETURN REPORTS

SWiS Provider Return Report Example

Report Form Social Workers in Schools (SWiS)

Report Due Dates:

(unless advised otherwise, e.g. dates/requirements were relaxed during covid in 2020)

10 July 2021

10 December 2021

10 July 2022

Signed by:

Date:

Name:

Position:

Description of Service	Performance Measures (during the reporting period)	Quantity of Service	01 July 2020 to 30 September 2020	01 July 2020 to 31 December 2020	01 July 2020 to 31 March 2021	01 July 2020 to 30 June 2021
Provision of school-based social workers (SWiS) to assist children whose social	Total number of funded full-time equivalent social workers.	Report actual				
	Total number of vacancies.	Report actual				

and family circumstances put them at risk of not achieving good health, education and welfare outcomes.	Total number of new clients referred.	Report actual				
	Of the total referrals received, record the number of clients who started the service.	Report actual				
	Of the clients who started the service, record the number who closed.	Report actual				
	Of the clients who closed, record the number who achieved client results.	Report actual				
	Record the number of clients who reported their interactions to be mana enhancing, increased their sense of belonging in school, and/or offered a greater connection to whanau/hapu/iwi/community.	Report actual				
	Of the clients who provided client satisfaction feedback, record the number who reported that they were satisfied or very satisfied with the service.	Report actual				
	Percentage increase in pro-social skills – Teacher.	Report actual				
	Percentage increase in pro-social skills – Parent/Caregiver.	Report actual				

	Percentage decrease in total difficulties – Teacher.	Report actual				
	Percentage decrease in total difficulties – Parent/Caregiver.	Report actual				

Description of Service	Performance Measures (during the reporting period)	Quantity of Service	01 July 2020 to 30 September 2020	01 July 2020 to 31 December 2020	01 July 2020 to 31 March 2021	01 July 2020 to 30 June 2021
Social Workers in Schools Group Programmes.	Total number of clients who participated in a group programme .	Report actual				
	Total number of clients who completed a programme.	Report actual				
	Total number of clients completing programme with needs met (needs met = able to implement some of the objectives from the programme).	Report actual				
	Total number of clients who express satisfaction with the content and delivery of the service.	Report actual				
	Total number of programmes delivered.	Report actual				
	Group programme/s financial statement	2				

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Provider narrative report – to support the data

What is the “story behind the data”? (e.g. factors impacting on client results including achievements, issues, gaps, overlaps and trends).

-

How many interactions you had with a child and/or parent/caregivers/teacher/other that did not turn in to a formal referral. Approx. how many hours went in to these interactions overall? Tell us how these interactions prevented an escalation to risk of harm for a child/young person, and/or kept a child in school. (If applicable)

- Number =

Hours involved =

What are your areas for improvement (at practitioner and organisational level) and how this achieves better results for clients (continuous improvement)?

-

Who are your partners that help you achieve results, and what joint activities have you participated in?

-

Provide examples of strategies or practices used to encourage ‘hard to reach’ clients to engage.

-

Tell us about your contact with Oranga Tamariki – including frequency of contact, instances of collaboration, referrals to/from, relationship strengths/challenges etc (if applicable)

-

Provide an explanation of the variances (if any) between the volumes contracted and volumes delivered (if applicable).

-

Guiding notes:

The SWiS Service is aiming to achieve the following results for the children and their families/whānau with whom they work:

- children attending school
- children making friends and maintaining positive relationships at school
- resilient children

- children able to manage difficult situations and know who to go to for help
 - timely SWiS intervention to address child safety concerns
 - schools able to identify abuse and neglect and respond appropriately
 - parent/caregiver participation in school activities
 - children making successful transitions from primary to intermediate and intermediate to secondary schools
 - appropriate referrals are made to services to provide specialised support to children and families/whānau
 - collaboration between social services in the school and community, resulting in coordination of services to children and their families/whānau
 - parents and caregivers have positive parenting strategies and skills.
-
- The use of word client instead of child/young person is to reflect the mahi that happens with parents/carers as the primary client.
 - Re: Record the number of clients who reported their interactions to be mana enhancing, increased their sense of belonging in school, and/or offered a greater connection to whanau/hapu/iwi/community – any one or more of these elements is to be counted. If more than one, only enter as one record overall.

SDQ reporting spreadsheet example

[SWiS SDQ reporting spreadsheet - MASTER](#)

SWIS Group Programmes Cumulative Report

SWIS Group Programmes Cumulative Report (add extra rows/sections to this report as needed)				
Provider Name:				
Cluster:		Period report covers:		
Programme details		Expense details	Cost	Programme cumulative total
Prog.1	Name of programme:			
	External or internally sourced:			
	Dates:			
	Description:			
	Parties involved in planning:			
	Target group:			
	# Participants			
	Objectives:			
	Outcomes achieved:			
Total programme cost:			\$0.00	\$0.00
Prog.2	Name of programme:			
	External or internally sourced:			
	Dates:			
	Description:			
	Parties involved in planning:			
	Target group:			
	# Participants			
	Objectives:			
	Outcomes achieved:			
Total programme cost:			\$0.00	\$0.00
YTD programme cost				\$0.00
Financial summary		Balance of funds beginning of period		
		Funds paid during year		
		programme costs YTD		\$0.00
		Balance		\$0.00

APPENDIX FOUR

Meeting Template for use with SWiS Governance and Cluster Groups

Below is a suggested format for documenting the roles and responsibilities of members at meetings. Note that a full list of contact names and details may be formally collected within your Partnering Agreement or equivalent document. You are welcome to adapt this template or use an alternative format to meet the needs of your Governance or Cluster Group meetings.

TE HUNGA TAUWHIRO I TE KURA / SOCIAL WORKERS IN SCHOOLS	
Governance or Cluster Group Meeting Minutes:	
DATE:	
Venue:	
Date/Time:	
Attendees:	
Apologies:	
Item	Description / notes / actions
1. Welcome and Apologies	
2. Confirm and accept previous meeting minutes.	
3. Review of action points from the previous meeting.	
4. Current referrals	
5. SWiS report(s) tabled – issues, trends, developments noted. NOTE: (Reports to the Governance or Cluster Group to be attached to these minutes, if applicable)	
6. SWiS service delivery needs/ issues	

7. Up-coming SWiS training, professional development and annual leave			
8. Other agenda items:			
Item	Action point summary	Person responsible	Date required by
1.			
2.			
3.			
4.			
5.			
6.			