

SERVICE SPECIFICATIONS

Tauwhiro Taiohi

*Youth/Social Workers in Secondary
Schools*

*(Note these specifications are for YWiSS services with no
Check and Connect component)*



**ORANGA
TAMARIKI**
Ministry for Children

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1. ABOUT THESE SERVICE SPECIFICATIONS

Who are these Service Specifications for?

These Service Specifications are for the Providers that Oranga Tamariki—Ministry for Children (Purchasing Agency) contracts with to provide Tauwhiro Taiohi / Youth/social workers in Secondary Schools (YWiSS) services (“the service”). These Service Specifications form part of the Outcome Agreement.

- *Note: YWiSS may also be referred to by its te reo Maori title: *Tauwhiro Taiohi*. Where the term ‘Tauwhiro Taiohi’ is used, this is an umbrella term used when YWiSS is considered alongside other Oranga Tamariki-funded Early Intervention social support services based in secondary schools, for instance MASSiSS (Multi-agency Support Services in Secondary Schools).*

Outcome Agreements with Providers for the Service require they are delivered in accordance with these Service Specifications.

What is the purpose of these Service Specifications?

The Service 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 the Purchasing Agency to improve responsiveness to feedback regarding changes to the service delivery component of the Outcome Agreement.

How should these Service Specifications be used?

These Service Specifications should be seen as setting the minimum standard of service delivery to assist you to competently deliver the Service according to 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 Service Specifications be revised?

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

Where can you go for further information?

For further information on these Service Specifications please contact your Purchasing Agency Contract Manager as identified in your Outcome Agreement.

2. RELATIONSHIPS

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

For this relationship to be successful it is essential that all Parties collaborate to ensure the services are 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 and communities, including Māori, Pacific and other ethnic groups to have services 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 YWiSS 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 YWiSS practice
- flow of information
- physical accessibility.

3. ABOUT YWiSS

Background

In February 2012, as part of a cross-agency package of proposals to address youth mental health issues, the Government announced an expansion of support services available in secondary schools, including the introduction of youth/social workers into selected low decile secondary schools.

Overview of YWiSS

Tauwhiro Taiohi / Youth/social workers in Secondary Schools is a school-based, youth focused community social work service. This service offers early and responsive youth-focused social work interventions to rangatahi and their families/whānau, where problems have been identified which put education, safety or wellbeing at risk.

YWiSS Youth/Social Workers are employed by non-government organisation (NGO) social service providers.

The service is located in schools, reaching into the community to provide easy access to the service for rangatahi and their families/whānau in need of extra support.

Basing YWiSS within the school setting has the advantage of:

- being a site where most rangatahi are regularly seen
- having an existing infrastructure to support the delivery of holistic and co-ordinated services
- allowing problems to be identified early, as staff in schools may notice early changes for a Young person, or to family/whānau circumstances which are impacting the ability of a young person to attend or engage in school.

A YWiSS Youth Social Worker works within the school as a member of the school's social support/pastoral care team to identify rangatahi at risk, receive referrals and provide coordinated support as appropriate to ensure the best possible social, health and wellbeing outcomes for rangatahi accessing the service.

Following sector engagement in late 2019 - early 2020, the YWiSS service has had changes made to provide it with a Brand Identity. This includes use of the te reo Māori title: *Tauwhiro*

Taiohi. Where the term 'Tauwhiro Taiohi' is used, this is an umbrella term used when YWiSS is considered alongside other Oranga Tamariki-funded Early Intervention social support services based in secondary schools.

Who is the YWiSS client group?

The transition to secondary school is often a challenging time for rangatahi, particularly the transition to year nine. The clients for this service are vulnerable rangatahi in years nine and 10 who are at risk of disengagement from school, who attend participating secondary schools and who meet specific nomination criteria. Nominations are made by the school. A number of factors will contribute to the school's assessment of eligibility including, but not limited to attendance, engagement, lateness or skipped classes, behavioural referrals, stand-downs and minimal academic progress.

This service is not designed to replace other support services that schools have access to including: Attendance Services; Resource Teacher for Learning and Behaviour (RTL); Special Education services or Guidance Counselling. YWiSS referrals may be made during meetings within the broader social support pastoral care team meetings.

All YWiSS referrals and whānau plans will be discussed within the school's social support/pastoral care teams to ensure a coordinated approach to support for rangatahi, and opportunities for additional supports from the school are explored.

What is the service seeking to achieve?

The service seeks to achieve the following objectives and outcomes for rangatahi and their families/whānau.

Objectives of the Service

Students are engaged in learning and school and completing National Certificate of Educational Achievement (NCEA) with academic and social competence.

Improved life outcomes for rangatahi and their family/whānau as evidenced by:

- improvements in mental wellbeing and resilience
- academic achievement
- making positive choices

Long-term Outcomes

- rangatahi and whānau are well connected to their community/whānau/hapu/iwi and confidently seek out additional support (natural & external) in times of need
- Fewer rangatahi are coming in to contact with more intensive/statutory pathways
- Healthy young people
- Developing social competence among YWiSS-linked rangatahi.
- improved attendance and engagement of rangatahi at school
- successful transitions from intermediate to secondary school, and secondary school to further education or work
- Rangatahi with increased resilience, self-regulation and problem-solving skills
- Rangatahi developing social competence
- Parents, caregivers or trusted adults are involved as appropriate, alongside young people themselves, and help facilitate change for rangatahi
- Rangatahi with a positive and strong sense of identity and wellbeing
- increased positive relationships for rangatahi including peer relationships
- Improved collaboration between social services in school and the community resulting in better co-ordination of services to rangatahi and their families/whānau.

Core YWiSS principles

Youth/social workers practice will be youth-centred, family/whānau focused and culturally responsive. The core principles which underpin the Service include strengths and evidence-based practice. The following represents these principles:

- Youth/social workers work in partnership with rangatahi which respects the right of each rangatahi to identify their goals for change and participate fully in all aspects of service delivery. Wherever possible, family/whānau will be engaged to work in partnership with their rangatahi and the Youth/social worker to ensure good communication, joint planning, and support structures are in place
- participation in the Service by rangatahi and their families/whānau is voluntary
- Rangatahi have the right to have their wellbeing and safety protected.
- risk assessment for rangatahi and paramountcy principles inform all YWiSS work with rangatahi and their families/whānau.
- Rangatahi are supported to reach their full potential

- the existing strengths of rangatahi and families/whānau are acknowledged and enhanced through the application of strengths-based social work practice which is goal oriented, task focused and time-framed
- relationship management, collaboration and open communication between all key partners is vital to ensure the Service is effective and accessible for rangatahi and their families/whānau
- services will follow an established youth/social work process, seek feedback from rangatahi and schools on the effectiveness and experience of the Service provided to each referred rangatahi, their families/whānau and schools. The Service is committed to continuous service improvement and best practice.

How does the Service work?

The Service has three key components:

Youth/social work with rangatahi and families/whānau

This component of the Service involves Youth/social workers receiving referrals from rangatahi, family/whānau, schools and community agencies. Youth/social workers will:

- establish, develop and maintain relationships of trust with rangatahi and their family/whānau to facilitate change
- undertake a comprehensive assessment of the strengths and needs of a rangatahi to understand the world of the rangatahi in the context of their family/whānau and community by engaging with family/whānau, school support/pastoral care teams and any other relevant systems important to the rangatahi (with consent). Clearly defined intervention plans with rangatahi will be established where possible, with their families/whānau, based on assessment, which have achievable, timely goals for change and are task focused
- ensure goals include actions and support plans to, where relevant, reduce barriers to attendance and achievement at school including:
 - helping the rangatahi to problem solve and successfully meet the everyday demands of the school environment
 - helping the rangatahi set educational goals – both immediate and for their future
 - helping the rangatahi set goals around skill and resilience building and developing social competence
 - linking rangatahi to learning support systems, sports activities and other activities which support engagement in school

- supporting families/whānau to reduce barriers to their young person's attendance and engagement in school.
- advocate for rangatahi and their family/whānau to ensure their needs are understood
- establish and maintain links between families/whānau, the school, and other agencies in order to benefit the education and development of rangatahi
- help rangatahi to identify and develop protective strategies and supports which enhance resiliency and help keep them safe
- work in partnership with the school's social support/pastoral care team to ensure a coordinated response to support the young person's goals for change
- make appropriate and timely referrals to services providing specialised health/mental health/alcohol and drug and other support to rangatahi and their family/whānau and facilitate family/whānau meetings
- provide information and advice to rangatahi, family/whānau and school personnel as needed on a one-off basis. Where issues are identified for rangatahi, that require more than a single meeting, Youth/social workers should complete an assessment and negotiate short or long-term intervention goals depending on need
- undertake a case coordination role (where appropriate) when there are multiple agencies involved in the support of rangatahi and their family/whānau
- clarify the meaning of confidentiality between rangatahi and Youth/Social Worker and the limitations to this in situations where rangatahi safety or that of others, is at risk
- regularly monitor and review the effectiveness of interventions to ensure goals set for rangatahi are achieved.

The Youth/Social worker is to use the Strengths and Difficulties Questionnaire (SDQ) as an evaluation tool for the Service. The use of SDQ will also inform the Youth/social workers wider assessment of rangatahi and their family/whānau.

The SDQ is to be completed by the rangatahi, a significant member of their family/whānau (or other such supportive person as identified by rangatahi), and the rangatahi Form/Whānau teacher in the early stages of service delivery and again when the Service is being concluded with a rangatahi.

Goals set with rangatahi are to be Specific, Measurable, Achievable, Reviewable and Timely (SMART) framed and long-term goals are to link with the long-term outcomes of the Service.

Caseload ratio of Worker to Young People

It is anticipated that a worker's caseload will be made up of cases with varying levels of intensity. A full caseload is between 12-16 rangatahi and their family/whānau.

Group Programmes (where funded as part of the YWiSS contract)

In addition to casework, Youth/social workers may also coordinate group programmes for groups of rangatahi in response to specific areas of need identified in the course of their work.

A prevention and intervention group programme is "a strengths and needs based planned group activity that provides positive social development opportunities to enhance and support learning and holistic well-being". This includes the development of resilience, self-esteem and social competence in rangatahi.

A group programme must be a planned group activity which meets an identified need and has specific measurable outcomes. This does not include individual programmes or whole class/whole school activities.

Group programmes may be developed and implemented in conjunction with other members of the school's social support team and may include rangatahi from more than one school if appropriate.

Considerations in identifying the most appropriate programmes include:

- a review of the issues and trends in social work referrals to identify personal and social development needs in rangatahi which would best be met in a group setting
- the availability of alternative services and programmes within the school and local community which receive funding from other sources
- consideration of the Youth/Social Worker's caseload, capability and capacity to deliver particular group programmes
- the proven skill of Youth/Social Workers in delivering particular programmes, and proven effectiveness of programmes delivered
- programmes must either be accredited, proven to be successful in meeting specific needs, or developed by an NGO or Youth/Social Workers, with a strong emphasis on documenting programme design and evaluating outcomes for participants.

Objectives of group programmes are to:

- positively enhance the developing social interaction, knowledge, skills, attitudes, beliefs and behaviour of rangatahi
- build on resilience strengthen protective factors and reduce risk factors
- enhance family/whānau resilience to enable the family/whānau system to better support the rangatahi goals. Consideration must be given to the cost of each programme and its value for money.

All group programmes must have:

- documented needs analysis
- programme design and expected outcomes clearly identified and documented
- planned expenditure and a budget which is agreed by all partners
- systems in place to track and document attendance of each participant over the course of the programme to ensure participants complete the programme
- effectiveness and evaluation processes to measure the outcomes of the programme for all participants
- all steps in this process documented and available to be reviewed at partnering meetings and the Purchasing Agency monitoring visits.

Community liaison and coordination

This component of the Service involves the Youth/Social Worker:

- working with other professionals, in particular school support services, attendance services, public health nurses and RTLB to identify, co-work and refer appropriately when specific problem's affect a young person's education, wellbeing or safety
- partnering with community and statutory organisations to provide a wraparound approach to support rangatahi and families/whānau to build/develop skills, resilience and connectedness within their community
- establishing an active relationship with the Purchasing Agency local offices to partner with statutory services when rangatahi are clients of both services, or when information-sharing is required to ensure rangatahi are safe
- working with schools to establish systems for reporting child abuse and neglect, and to ensure a report of concern is made within 24 hours of becoming aware of a rangatahi whose safety is at immediate risk.

Location of Youth/Social Workers

For the Service to be successful, Youth/Social workers will have office space in the school and will primarily work out of the school. It is crucial that Youth/social workers have access to an office/room where they can meet with rangatahi in private.

Youth/social workers will provide a service within the school in accordance with the Partnering Agreement (where applied) and the Service Specifications.

Whilst the YWiSS Youth/Social Workers will not base their work out of their employer's office they will link closely with their employing organisation to ensure access to peer support from social work colleagues, supervision and training. A workspace within the employing organisation's office is therefore required for meetings and school holidays.

YWiSS Youth/Social Workers must also be able to link with other school based and community support services provided by their employing organisation, to ensure support for rangatahi transitioning to secondary school, and to facilitate in-house referrals to other services for rangatahi and their families/whānau. The Youth/Social Worker will participate in, and contribute to the daily functions and activities of the student support services team by:

- ensuring information is shared appropriately and that the needs and agreed goals of the rangatahi are known and understood by the student support services team. Where the rangatahi has requested only limited information be shared with the pastoral care team, this will be respected, and explained to the school staff
- participating in regular team meetings, contributing new ideas to maximise positive outcomes for rangatahi
- participating in student support service development, and the implementation of quality initiatives
- fostering cooperation across professional groups adhering to the team's policies, procedures and protocols.

Criteria for referral to the Service

Referrals to the Service are formal requests to assist rangatahi in years nine and 10 and their family/whānau where specific concerns have been identified which put the rangatahi education, safety or wellbeing at risk. Some examples of concerns for rangatahi include:

- education: low level attendance issues such as lateness to school and skipping classes, non-compliance in class/challenging authority, family/whānau poverty affecting the provision of school uniform/lunches
- wellbeing: relationship issues with peers/family/whānau, family/whānau violence, family/whānau poverty impacting on physical and mental wellbeing, family/whānau separation, bereavement, self-harm, behaviour indicating mild to moderate mental health needs are present such as a rangatahi having become withdrawn, suicidality (note: the Youth/Social Worker should not work alone with rangatahi with moderate to severe mental health issues. Appropriate referrals to youth mental health services, and consultation with the school's pastoral care team should be made in such cases
- safety: disclosures of physical/sexual/emotional abuse, self-harm, family/whānau violence, alcohol/drug dependency.

The Service does not replace attendance service, RTLB, special education services or guidance counselling. Referrals should be made to those services for rangatahi who fit the criteria to access the Service. However, after consultation with the social support/pastoral care team and an initial assessment of the rangatahi by the Youth/Social Worker, the worker may provide additional support depending on the circumstances of the rangatahi situation and needs.

The Service is not a crisis mental health service. If there is an immediate risk of a rangatahi harming themselves or others, the school and/or the Youth/Social worker will make referrals to the appropriate mental health services.

If there is an immediate care and protection risk to a young person, the school or other agency involved must make an urgent report of concern to the Purchasing Agency and if already supporting the rangatahi, the worker is often able to continue to do this through the Purchasing Agency assessment process. A referral can also be made to the Service to offer on-going support alongside statutory social work services.

The Youth/Social Worker may be able to offer places in group programmes to rangatahi or families/whānau linked with the Purchasing Agency services, if their needs are consistent with the group programme target group.

More information on Reports of Concern to the Purchasing Agency can be found in this section, under 'The young person's safety and reports of concern (Notifications) to the 'Purchasing Agency'.

Referral process

Consent of a rangatahi is required, and where-ever possible, by at least one member of their family/whānau prior to receiving the Service.

Any concerns the school may have for a rangatahi must first be discussed with the rangatahi and wherever possible, their family/whānau. Referrals to the Service require the school gaining consent of rangatahi and wherever possible, their family/whānau. It is important that rangatahi and their family/whānau fully understand the reason the rangatahi has been referred to the Service and give their consent to the referral. When this is the case, the rangatahi is more likely to engage with the youth/social worker to address the problems identified. Participation in the Service is voluntary for rangatahi.

Referrals by school staff:

Referrals from the school can be made through the student support/pastoral care team at their regular pastoral meetings of which the youth/social worker is a member. In addition to this, each school may indicate a preferred referral pathway for referrals from teaching staff.

Self-referrals by rangatahi:

Rangatahi are able to self-refer to the Service. The Service recognises the need for rangatahi to be supported within the context of their lives, and the importance of widening the circle of support for change to include families/whānau and community.

The Service can be successful only with the willing participation of rangatahi. Ideally, their families/whānau will also agree to participate in the Service to support their rangatahi to achieve their goals.

Referrals by family/whānau:

Referrals can be made by family/whānau who are encouraged to seek support from the Youth/Social Worker if they have concerns for the education, wellbeing or safety of the rangatahi.

From time to time, referrals may be made by family/whānau to address family/whānau support needs. Youth/Social Workers should make links between the impact of family/whānau concerns, on the rangatahi and provide family/whānau support as needed, with the rangatahi and their needs at the centre of this intervention.

For complex family/whānau support needs, YWiSS Youth/Social workers should work with family/whānau to identify additional community supports to assist the family/whānau in this work.

Where there are younger tamariki in primary or intermediate schools with access to the Social Workers in Schools (SWiS) programme, Youth/Social Workers should consider a co-working relationship with SWiS if available, to address the family/whānau needs (with the consent of the family/whānau).

Referrals by agencies:

Referrals can be made by the Purchasing Agency, police, health, and community agencies working with rangatahi, where there are concerns for the education, safety or wellbeing of rangatahi.

When a rangatahi transitions to another school, their YWiSS Youth/Social worker will work with them and their new school to identify new support systems and transition them to these.

Reports (Notifications) of Concern to the Purchasing Agency

The Provider and the school will agree on a process to notify the Purchasing Agency of any situations where there is a concern about abuse, neglect or immediate safety of a rangatahi. Notification may also be made to the police. This process is agreed and can be documented during the development of the Partnering Agreement (where this is used).

A guide has been developed to help community and education Providers identify child abuse and neglect and understand how the Purchasing Agency report of concern and assessment process works. The resource 'an Interagency Guide – working together to keep Children and Rangatahi safe' can be requested by phoning the Purchasing Agency call centre 0508 326 459.

Social Sector Accreditation Standards

Providers delivering YWiSS service are required to meet Level Two, Ministry of Social Development specific Accreditation Standards. Providers are required to maintain their Accreditation Level according to the Ministry's relevant Approval and Accreditation Standards.

4. SERVICE DELIVERY

In order to achieve the aims of the service, it is important that the key partners work together to support the Service. These working relationships can be formalised using a Partnering Agreement document available on the Purchasing Agency's website for further details – <https://www.orangatamariki.govt.nz/working-with-children/information-for-providers/service-guidelines/>

The service partners are the Provider, the school, the Purchasing Agency and the Ministry of Education. The roles and responsibilities of each are described in detail below.

The Provider

Providers are contracted by the Purchasing Agency to deliver the Service. This includes:

- employing and supervising youth/social workers managing the Service
- coordinating partnering meetings in accordance with the Partnering Agreement and Service Specifications.

The Provider will:

- manage the Service, actively engage and maintain good working relationships with schools and ensure appropriate community liaison and networking links are made
- develop referral systems in partnership with schools
- promptly address any concerns or conflict between the school, the Youth/Social Worker and/or the Provider to ensure rangatahi and family/whānau access to the Service is not compromised by relationship issues. The Partnering Agreement includes a matrix to guide issues resolution.
- apply the partnering principles/framework as agreed in the Partnering Agreement
- organise and facilitate partnering meetings (2) each calendar year
- employ and support qualified and experienced youth/social workers who: hold either a youth work (to a minimum of Level Six) or social work qualification and professional registration with the Social Worker's Registration Board (SWRB). From 27 February 2021 it is mandatory for all person's calling themselves and employed in a social work/social work type role to be registered with SWRB. For those who don't hold a formal qualification but

have extensive experience in working with rangatahi there is a s13 pathway (Social Work Registration Act 2003) to apply for registration.

- operate a viable service which is able to support professional Youth/Social Workers in accordance with the Purchasing Agency approval standards, the Outcome Agreement and these Service Specifications
- develop effective collaborative working relationships with local Oranga Tamariki sites
- ensure systems and processes are in place to utilise funds in line with the Outcome Agreement and Service Specifications which includes client feedback from rangatahi, families/whānau and schools, to track the effectiveness of the Service to each young person receiving an intervention
- collaborate with other service providers to share knowledge and expertise, support with resources and training, consider professional development opportunities, and develop best practice systems
- report to the Purchasing Agency as per the Outcome Agreement
- provide reports and other relevant information for the service evaluation being undertaken by the Purchasing Agency and take part in any research activities as required by the Purchasing Agency.

Secondary Schools

A collaborative working relationship between the Youth/Social worker, Provider and school is crucial to the effective operation of the Service.

In addition, the Youth/Social Worker will need to develop good relationships with all Parties within the pastoral care/social support team and other stakeholders to ensure appropriate referrals are made for the rangatahi and co-ordinated services are provided.

The Youth/Social Worker is a member of the pastoral care/social support team. This means:

- the school's social support team and referral meetings will include the worker
- the meetings will provide a forum for referrals to be made to other team members and discussion regarding social issues within the school
- the school will provide access to rangatahi during the school day when necessary
- school staff may refer rangatahi to the Service at any time.

The school will provide the Youth/Social Worker with:

- a suitable room so they can work in privacy with rangatahi – this room should be located within the schools' social support/pastoral care centre where possible
- administrative support (where appropriate)
- materials (where available) for the worker's use, such as but not limited to a desk, filing system, furniture, free-standing shelving, whiteboards and pin boards
- services such as cleaning, equipment maintenance, heat, light and security
- contents insurance
- access to a photocopier and fax machine.

Schools are active partners in developing the Partnering Agreement with the Provider and the Purchasing Agency and attending partnering meetings. To support the Service within the school, it is important that the school will:

- promptly address any concerns or conflict between the school, the worker, and/or the Provider to ensure the rangatahi access to the Service is not compromised by relationship issues. The Partnering Agreement includes a matrix to guide issues resolution
- support the promotion of the Service within the school to ensure families/whānau are aware of the Service and that school staff are aware of the referral criteria and referral process
- recognise that the Youth/Social Worker is a professional role with clear processes, and Youth/Social Workers are not employed to fill gaps in the day to day running of the school
- support the completion of SDQ by rangatahi and where appropriate by the Form/Whānau teachers where they have been asked to do so by the Youth/Social Worker
- support the delivery of group programmes within the school.

[The Purchasing Agency](#)

The Purchasing Agency will:

- manage the funding allocated to the Service
- select and contract with approved Providers under Section 403 of the Oranga Tamariki Act 1989, using Level Two, Social Sector Accreditation standards
- attend meetings to provide advice and programme overview to ensure the Service is delivered in accordance with the Outcome Agreement and Service Specifications
- monitor service delivery and financial management by the Provider. All Providers are required to report to the Purchasing Agency quarterly. The reporting requirements are

detailed in the Outcome Agreement and the Provider Return Report (attached as Appendix Four)

- report to Government on the service and its outcomes
- develop resources and support the service.

Partnering Agreements

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 YWiSS 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 children, 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 YWiSS 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 YWiSS 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.

The Partnering Agreement is accessible via the Services in Schools webpages of 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).

Partnering meetings

It is essential that Providers and schools are clear about the role of Youth/Social Workers and have a common understanding of procedures to ensure Youth/Social Workers are able to carry out their role effectively. The Partnering Agreement will describe the partnering relationship; expectations for worker's role in the school, agreed responsibilities for promoting the YWiSS Service within the school, as well a pathway for resolving complaints

and issues which may arise between the school and the Service Provider or Youth/Social worker.

Purpose of the partnering meetings

Partnering meetings should be held at least twice per year. The partnering meetings provide an opportunity to review Service delivery and emerging trends, issues and themes identified by referrals. This is the forum for discussion, joint planning and information sharing between partners to identify needs in the school community which can be met by developing and running group programmes. It is also an opportunity to scope possible joint programmes with other social support services within the school.

Partnering meetings are not the environment to discuss client issues with school staff. Separate case management meetings should be held to protect the confidentiality of rangatahi and families/whānau.

Employing and supporting a Youth/Social Worker

To support the delivery of a professional service, the Provider is responsible for employing skilled youth or social workers who are able to develop good rapport with rangatahi and their families/whānau, and are skilled at working in a strength-based, goal-oriented, task-focused and time-framed model of Service Delivery. A demonstrated ability to deliver services that achieve positive outcomes for rangatahi is crucial.

The provider is to employ and support qualified and experienced Youth/Social workers who:

- hold either a youth work (to a minimum of Level Six) or social work qualification with eligibility to be registered with the Social Worker's Registration Board (SWRB). As noted earlier in this document, from 27 February 2021 it is mandatory that all social workers be professionally registered with the SWRB. For more information about this please follow this link: <https://swrb.govt.nz/about-us/legislation/mandatory-the-next-step/>
- have experience in working with rangatahi, developing individualised plans with a strengths-based, solution-focused practice approach.

The Provider attends to all employment processes including:

- the recruitment and employment process, job description and contract
- supervision
- training and professional development

- undertaking Police vetting reports on each employee every three years to ensure that they are able to continue to be involved in a position that requires the care and supervision of rangatahi.

The Provider ensures that:

- the school is consulted when employing a new worker
- representatives from the school, an experienced social work practitioner, supervisor or manager, 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 Youth/Social Worker has a clear, detailed job description, and a documented professional development plan
- remuneration for Youth/Social Workers will reflect their qualifications, experience and skills
- Youth/Social Workers are able to work flexible hours to enable them to attend family/whānau/school meetings outside normal work hours to ensure family/whānau members who work are able to participate in intervention planning and support for the goals held by rangatahi.

Youth/Social Worker competencies

The success of the Service is dependent on the ability of the Youth/Social Workers to:

- establish a professional, supportive and effective working relationship with each rangatahi and their family/whānau to ensure the rangatahi goals for change are achieved
- work in partnership within the school system and with school personnel
- be strong and confident in their ability to describe the YWiSS role and promote it within the school setting
- advocate for the needs of rangatahi and their families/whānau, and access community services as needed
- have good organisational skills and are able to manage their time well
- work in a way that is consistent with the expectations of the YWiSS Service
- maintain accurate and detailed client notes
- work effectively with rangatahi and families/whānau at risk.

Core competencies and ability to engage with school personnel and rangatahi 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 Social Workers in Schools Toolkit ('the competency framework for practice excellence') when considering and interviewing for new youth/social workers. School principals/senior staff involved on interview panels will be provided a copy of the core competencies to help them prepare for this process.

Supervision

The Provider is responsible for ensuring the youth/social worker has an appropriately qualified supervisor who will provide quality professional supervision, support and will facilitate their access to appropriate training and development opportunities.

The Provider will:

- ensure Youth/Social Workers receive no less than one hour per fortnight of formal, one-to-one professional supervision; ideally for new Youth/Social Workers this should be weekly for the first six months of their employment
- ensure supervision is provided by a suitably qualified, registered and experienced worker with proven skills and experience in youth and 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.

Training and professional development

All Youth/Social workers are to be provided with opportunities for on-going training and professional development. The Provider will work with the Youth/Social Worker to develop a professional development plan.

For registered Youth/Social Workers to maintain their registration they must complete 20 hours of continuing professional development every year. Professional development includes training, research, journal contributions, professional reading, peer review meetings, and attending workshops and training seminars.

All Youth/Social Workers and their professional supervisor, manager or coordinator are to be supported by the Provider to attend any relevant training provided by the Purchasing Agency. This training may be part of their induction support or may cover specific topics that support the on-going development of the Service.

Service support

The Provider will facilitate service implementation by providing:

- office and administrative support for the Youth/Social Worker while working outside the school, and during the school holiday periods if the school buildings are not accessible
- a mobile telephone for use and costs of this telephone
- computer and internet access
- insurance
- transport for the Youth/Social worker, and if not transport, reimbursement of transport costs.

Management of vacancies and back-up for Youth/Social Workers

The Provider will provide professional back-up if the worker is on leave or undergoing training, to ensure continuity of Service delivery. The back-up strategy and assigned contact person will be communicated to the school and noted in the Partnering Agreement.

When there is a youth/social work vacancy, the Provider will ensure that the school has on-going access to youth/social work support. This could take the form of a worker employed to provide a temporary service to the school, or the Provider reallocating existing youth/social work resources to respond to referrals and on-going casework.

Data collection and record keeping

The Provider will ensure that Youth/Social Workers have access to forms and processes which enable collection of all relevant information required to assess and plan their work with rangatahi and families/whānau. All interactions with rangatahi and families/whānau and schools/networks relating to their work are to be recorded.

In complying with its obligations under Principle 3 of the Privacy Act 1993, the Provider is to ensure that any client from whom it collects personal information understands that the information collected may be utilised in service development and reporting of service delivery. This could take the form of discussion in supervision, and data for recording and monitoring the Service. Written permission should always be gained from the rangatahi and their family/whānau. This can be sought by specifically referring to a 'use of information' section on a 'consent to service' form which should be explained and signed at the time the rangatahi is engaged with the service.

All client information is to be kept secure and care taken to ensure Youth/Social Workers who are travelling between school and family/whānau homes, do not leave files in their cars or homes.

Evaluation/reviews of the programme

When any evaluation or review of the Service is being undertaken by the Purchasing Agency, the Provider must be willing to take part in any research activities and provide any information and reports as required, including:

- providing the Purchasing Agency's evaluation/review team with data and records including regular updates on details of number/ethnicity/gender of clients in the Service (additional to quarterly reporting)
- providing rangatahi and their families/whānau with objective information about the evaluation/review, advise them that they may be requested to participate, advise that participation is voluntary, and receive the informed consent of the young person and family/whānau for participation in the evaluation
- the filling out of particular evaluative questionnaires and assisting the evaluation team with interviews with Youth/Social Workers, rangatahi and any focus groups that may be required
- allowing programme document analysis at times and places that are mutually agreed between the Provider and the Purchasing Agency evaluation team
- undertaking any other activities relevant to reasonable evaluation/review processes.

5. MEASURING RESULTS AND REPORTING

5 Measuring Results and Reporting: How do we know if the Service is effective?

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

What data needs to be collected for reporting?

To demonstrate an initiative is making a difference, the Purchasing Agency requires the Provider to collect the following data:

- number/volume delivered
- how well it was delivered
- whether anyone was better off.

The data is backed up by a narrative report.

The Provider is to ensure that the SDQ is used as an assessment and evaluation tool in delivery of this Service. The SDQ is to be completed in the early stages of service delivery and again at the conclusion of a service to the young person. Please note that this does not apply to rangatahi and families/whānau who are receiving one-off advice from the Service.

A range of methods can be utilised to measure the effectiveness of the Service. These include:

- client evaluations (often undertaken with rangatahi and family/whānau on completion of the Service)
- survey questionnaires
- focus groups
- evidence of achievement of client goals taken from case work records
- feedback from schools and community/statutory agencies
- pre and post intervention surveys such as the SDQ
- analysis of school attendance data

What reports are required by the Purchasing Agency?

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 under the Outcome Agreement. 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.

The following reports must be completed and sent to your Purchasing Agency's Contract Manager on the dates set out in the Outcome Agreement:

- YWiSS Provider Return Reports attached to the Outcome Agreement and these Service Specifications. An example of the reporting template is appended to these specifications.
- Strengths and Difficulties Questionnaire (SDQ) reporting spreadsheet. This is to be filled in regularly and sent to your local Pfo advisor twice yearly (alongside the Provider Return Reports in July and December). An example of the reporting template is appended to these specifications.

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 YWiSS 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 the SDQ work?

The SDQ consists of three questionnaires that are filled out: one by the student, one by the whānau/significant other and where appropriate by a teacher – 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 programme and then re-tested at the mid-point and then at their exit point from the service to measure change in the areas asked about it.

Obtaining and using the SDQ tool

Paper-based questionnaires for the SDQ can be found at <http://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 YWiSS youth 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, unauthorised 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*

Directory of YWiSS Workers

A strong, collaborative working relationship between Oranga Tamariki–Ministry for Children and YWiSS providers is important. A Directory of YWiSS providers and youth/social workers will assist in this collaboration. The purpose of the Directory is to connect Oranga Tamariki Social Workers with YWiSS Youth/Social Workers where youth in the care of Oranga Tamariki are enrolled in a school that is serviced by YWiSS.

To support the development and maintenance of the Directory, providers are asked to supply the following information (as required):

- YWiSS Provider name
- YWiSS youth worker's name
- YWiSS youth worker's email address

- YWiSS youth worker's mobile number
- List of schools serviced by that YWiSS youth worker

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

Your obligations under the Privacy Act

In supplying this information providers are required to comply with their obligations under the Privacy Act 1993.

In line with the Privacy Act 1993 it is a requirement that providers let their YWiSS youth/social worker staff know (prior to collection) that the following personal information will be collected: name, email address, mobile number; and that this information will be passed on to Oranga Tamariki. Access to this personal information will be restricted to Oranga Tamariki Regional Managers, Partnering for Outcomes advisors, site social workers, and the YWiSS Team at Oranga Tamariki National Office.

Family Services Directory

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

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;
- “Outcome Agreement” means the contract entered into by the Provider and the Purchasing Agency for these services;
- “Purchasing Agency” means Oranga Tamariki—Ministry for Children;
- “Partnering Agreement” means the agreement negotiated between the partners to the Service (i.e. schools, Provider, Ministry of Education and the Purchasing Agency) 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 the 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;
- “Rangatahi” means a student of secondary school age and “Young Person” has a corresponding meaning;
- “Youth/Social Worker” means to the Person employed to undertake the Youth/Social Worker role.

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:		
Provider phone:		Date submitted:

APPENDIX TWO

The Youth/Social Work process

Referral to YWiSS	<ul style="list-style-type: none"> • Referral to the Service from school staff, community, statutory services, or self-referral. • Advise referrer of expected timeframe for making contact with family/whānau. • Notify the Purchasing Agency if immediate safety risks are identified.
First contact	<ul style="list-style-type: none"> • YWiSS contacts/meets with family/whānau to fully explain the Service • Initial consent to the 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 Young Person and take any action required.
Gain written consent	<ul style="list-style-type: none"> • Face to face meeting to gain formal written consent to the Service/information sharing with school, other services etc. This is a useful point at which to complete the SDQ alongside the young person and parent/caregiver/significant other • Record all information. • If the Service is denied at this point, the reason for this needs to be documented and the referrer advised. • Re-assess risk to young person 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 now is the time to do the SDQ • 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 the Service has been denied. • If consent is denied, document all contacts clearly and advise referrer. • If serious concerns/risk are present, liaise with referrer and/or school about a report of concern being made.
Developing and implementing the plan	<ul style="list-style-type: none"> • Support the Young Person and their families/whānau 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 Young Person, the family/whānau, the Youth Worker and other key supports. • Help the Young Person and their family/whānau picture a future in which the Youth Worker will no longer be needed, and the client/ family/whānau is better able to manage the situation which prompted the referral.

	<ul style="list-style-type: none"> • Involve and make referrals to wider supports as appropriate. • Define roles, responsibilities and communication processes when other organisations/professionals are involved in supporting the Young Person 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 is also a good point at which to complete another SDQ with young person (parent & teacher if applies) – especially where more than 4 months have passed
<p>Case closure</p>	<ul style="list-style-type: none"> • Review of progress should identify when goals for change have been met. If not yet done, this is the time to also complete the final SDQ. • Closure of a YWiSS 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 Service will seek information to evaluate the effectiveness of the Service provided to inform Partnering Agreement members, the Service development within the Provider organisation, and to fulfil the Purchasing Agency contractual reporting requirements.

APPENDIX THREE: QUARTERLY PROVIDER RETURN REPORT

Report Form for Period 01 July 2020 to 30 June 2021

Youth Workers in Secondary Schools (YWiSS)

Report Due Dates: 10 October 2020
15 January 2021
10 April 2021
10 July 2021

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
Youth Workers in Secondary Schools (YWiSS) – mentoring using the Check & Connect programme of delivery – youth-focussed social work where problems have been identified which put the young	Total number of funded full-time equivalent youth/social workers.					
	Total number of vacancies.	Report actual				
	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				

person's education, safety or wellbeing at risk.						
	Of the clients who closed, record the number who achieved client results.	Report actual				
	Record the number who have stayed in school as a result of receiving a service from the youth/social worker.	Report actual				
	Record the number of youths who were supported to leave school.	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 – Young person.	Report actual				
	Percentage increase in pro-social skills – Parent/Caregiver/Other.	Report actual				
	Percentage decrease in total difficulties – Young person.	Report actual				
	Percentage decrease in total difficulties – Parent/Caregiver/Other.	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
Targeted Group Programmes (if applicable).	Total number of rangatahi who participated in a 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 young people 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					

Provider narrative report – to support the data

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

-

How many interactions you had with a young person 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 towards achieving better results for clients (continuous improvement)? •
Who are your partners that help you achieve results, and what joint activities have you participated in? •
What combination of services do you think is most effective for your clients? •
Provide examples of strategies or practices used to encourage 'hard to reach' clients to engage. •
Provide an explanation of the variances (if any) between the volumes contracted and volumes delivered (if applicable). •

Guiding notes:

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

- increased attendance and decreased unexplained absences
- increased engagement in school and with learning
- successful transitions from intermediate to secondary school for at-risk students
- increased positive relationships at school including peer relationships
- increased identification and treatment of unmet mental health needs of Young People by raising awareness
- reduction of risk-taking behaviours and increased participation in school-based activities
- increased resilience and perceived competence
- improved self-regulation and problem-solving skills
- improved relationships for Young People and their families/whānau
- decreased youth justice and youth aid referrals
- Young People and their parents/caregivers/whānau are more connected to their communities
- appropriate and timely referrals made to services providing specialised health/mental health/alcohol and drug and other support to Young People and their families/whānau
- improved collaboration between social services in school and community resulting in better coordination of services to Young People and their families/whānau.

- 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

[YWISS/MASSiSS SDQ - Reporting template MASTER.xlsx](#)

YWiS 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