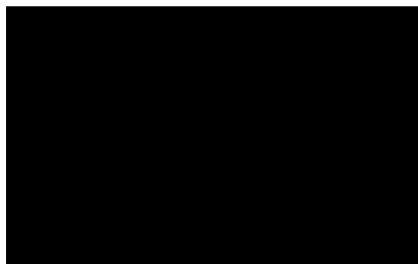




09 JUL 2018



Thank you for your email of 10 May 2018 to the Ministry of Education requesting the following information:

- *Copies of any reports, documents, memoranda, correspondence, legal advice or emails, both internal and external (dated 2017 and 2018 only) regarding ABC Sunset Rotorua on Sunset Rd.*

Your request has been considered under the Official Information Act 1982 (the Act). I apologise for the time it has taken to respond to your request. Unfortunately the time it required to finalise our consultation and signoff process was longer than expected.

In an email dated 7 June 2018, you refined your request to include only emails that directly related to ABC Sunset Rotorua.

On 7 March 2018, an incident occurred at the ABC Sunset Rotorua childcare centre in which three young children were reported to have exited the centre for approximately 2-5 minutes.

Ministry staff visited ABC Sunset Rotorua on 8 March 2018 and reviewed all of their procedures. Documents released under your request disclose that after receiving feedback, ABC Sunset Rotorua reviewed and updated certain policies in response to the incident. We are confident that the childcare centre has taken the incident very seriously and has all the necessary measures in place to mitigate the risk.

I can confirm that, after liaising with our legal team, no legal advice has been provided to ABC Sunset Rotorua during 2017 and 2018 by the Ministry.

There are 94 pages of documents and emails which fall within scope of your request. These are attached as Appendices One to Five:

- **Appendix One** - Community of learning documents and emails
- **Appendix Two** - Health and Safety guidelines
- **Appendix Three** - Meetings and Prevent, Teach, Reinforce (PTR) documents
- **Appendix Four** - Licence documents
- **Appendix Five** - Teacher Aide Application

The contact numbers and names of staff at ABC Sunset Rotorua and the contact details of staff at the Ministry have been withheld under section 9(2)(a) of the Act to protect the privacy of those individuals.

The names and personal details of individual children attending the service have also been withheld under section 9(2)(a) of the Act.

We have identified no countervailing public interest considerations sufficient to outweigh the need to withhold this information.

Please note, the Ministry now proactively publishes responses under the Act on its website. As such, we may publish this response on our website after five working days. Your name and contact details will be removed.

If you are unsatisfied with my response, you have the right to ask an Ombudsman to review it. You can do this by writing to info@ombudsman.parliament.nz or Office of the Ombudsman, PO Box 10152, Wellington 6143.

Yours sincerely



Katrina Casey
Deputy Secretary
Sector Enablement and Support

cc: Ezra Schuster, Director of Education for Bay of Plenty/Waiariki

[REDACTED]

From: Jacqui Brouwer
Sent: Friday, 18 May 2018 10:37 a.m.
To: Vicky Wilson
Subject: FW: ABC Rotorua Sunset childcare Centre - weekly update story required
Importance: High

FYI

Jacqui Brouwer | Lead Education Advisor
[REDACTED]

From: Jacqui Brouwer
Sent: Thursday, 8 March 2018 8:58 a.m.
To: Jon Dimock [REDACTED]@education.govt.nz>; Merle Ramsay [REDACTED]@education.govt.nz>
Subject: FW: ABC Rotorua Sunset childcare Centre - weekly update story required
Importance: High

Kia ora kōrua can we work with this to give a response

Thank you

Jacqui Brouwer | Lead Education Advisor
[REDACTED]

From: Amy Hunter
Sent: Thursday, 8 March 2018 8:44 a.m.
To: Jacqui Brouwer [REDACTED]@education.govt.nz>
Subject: ABC Rotorua Sunset childcare Centre - weekly update story required
Importance: High

Kia ora Jacqui,

I'm needing to add this story to this week's report, can you please give me a couple of sentences on what we have done and what the centre will be doing to prevent it from happening again?

I'll use the media log response (below) to formulate some sentences too:

Response: "The safety and wellbeing of our children and students is paramount.

We were advised this morning of an incident at ABC Rotorua Sunset childcare Centre. Three young girls exited the centre through the fire exit gate and were seen by a member of the public who alerted Centre staff. The children were outside of the childcare Centre for approximately 2-5 minutes. The parents of the children were notified by the Centre Manager.

We visited ABC Rotorua Sunset this morning and reviewed all of their procedures. We are confident that the childcare centre has taken the incident very seriously and has all the necessary measures in place to ensure the incident does not happen again."

The service is licensed for 65 children including 15 under two year olds. Staff ratios for the day were:

Under 2's 9 children – 2 qualified teachers
Toddlers 2yrs – 3yrs – 2 qualified teachers 1 untrained
Over 3yrs – 5yrs – 4 qualified teachers 3 untrained

This is last minute so is it possible to have your sentences by noon today?

Ngā mihi,

Amy Hunter | Senior Adviser | ECE Regulations & Planning

33 Bowen Street, Wellington

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We back ourselves and others to win *Ka manawanui ki a mātou, me ētahi ake kia wikaoria*
We work together for maximum impact *Ka mahi ngātahi mō te tukunga nui tonu*

Great results are our bottom line *Ko ngā huanga tino pai a mātou whāinga mutunga*



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[REDACTED]

From: Donna Taylor
Sent: Friday, 18 May 2018 10:16 a.m.
To: Arthur Manarangi
Subject: FW: Meeting with [REDACTED]

Hi Arthur

This is email #1.

Donna Taylor | Early Intervention Teacher
[REDACTED]

From: Donna Taylor
Sent: Tuesday, 17 April 2018 4:47 p.m.
To: 'ABC Rotorua Sunset Manager' <abc.rotoruasunset.manager@best-start.org>
Subject: Meeting with [REDACTED]

Hi [REDACTED]

This email is to summarise yesterday's meeting I had with [REDACTED]. Liane Gallagher was present as scribe.

ESW – Term 2

[REDACTED]

[REDACTED] As discussed with [REDACTED] our expectation is for a teacher to be released to work with [REDACTED] when [REDACTED] attends. I also understand releasing a teacher on some days may be difficult and may not occur. On these days [REDACTED] could continue with the support strategies with [REDACTED], however it would be expected that more often than not a teacher would be available to work one-to-one with boys. The reason we ask a teacher to work alongside [REDACTED] is because they know [REDACTED] the best and make the most difference. ESW's are only in the centre for such a short amount of time each week that they have the least impact in supporting children's ongoing development.

I discussed the possibility of a second teacher coming on board to release [REDACTED] of that primary role at times. I understand in the busyness of the centre, combined with [REDACTED] extra duties that at times being the primary teacher of [REDACTED] is challenging, having another teacher as a second support will take this pressure off [REDACTED] and provide [REDACTED] with another form of contact in the centre. [REDACTED] shared the centre have extra funding for a Teacher Aide from the Wright Foundation. Perhaps the Teacher Aide or another teacher could be the secondary caregiver. Ideally, it should be someone who is permanent and attends daily.

Coaching of support strategies

I suggested to [REDACTED] I could come to a staff meeting to coach your teaching team through the recommended communication strategies of OWLing, Communication temptation, and following the child's lead. This enables the team to develop an understanding of the strategies and have an opportunity to practice in the safety of a staff meeting. Please let me know if you would like me to attend a staff meeting. If this does not work for you another option would be for me to coach [REDACTED] and another teacher through the strategies during a visit. They would need release time of approximately 15 minutes to do this.

As discussed the strategies are based on good teaching practice which teachers will be implementing every day, but are concentrated and focused for [REDACTED]

Home/centre Communication Book

During my home visit we discussed the possibility of a centre/home communication book that could be entered by a teacher daily -- very much in the same way as our ESW communication books. I discussed with [REDACTED] what this could look like e.g. one thing positive in an area of play that has happened during the day with a teacher. It doesn't need to be long or big. I think it is important for [REDACTED] to not only hear about [REDACTED] day, but also to also read about it. I understand a communication book has worked well in the past.

Identified Area of Concern

[REDACTED]; a plan was in the process of being developed by José to address the hitting concern. I offered two options of how I could support the centre in moving forward with the concern of hitting which included a) Looking at [REDACTED] plan and adding recommendations (if required). b) Facilitate the team through the programme of Prevent, Teach and Reinforce (PTR). PTR is a centre-wide framework that involves the family and centre working together. It provides teaching teams an opportunity to come together, reflect, and implement solution-based strategies. As the family are involved, practice by all is transparent. Please let me know if any of these options suit the centre.

Kai time

[REDACTED] commented during my home visit he was concerned [REDACTED] were not eating their lunches. The family shared [REDACTED] does not know how to open packets, and would need the support of a teacher to do so. From yesterday's discussion [REDACTED] indicated the centre would like some suggestions on encouraging [REDACTED] to sit with the other children at the table. [REDACTED] reports the following around the kai time routine:

- [REDACTED] lunchboxes are now being put on the shelf when they arrive. This stops other children from going into their bags.
- The placemat is not working.
- [REDACTED] will sit with other children on the mat to eat out of his lunchbox.
- [REDACTED] finds it difficult to sit at the table when all the children are present. He prefers his own table nearby.
- [REDACTED] are eating a greater variety of food.
- [REDACTED] does better sometimes at the table when a teacher sits beside him.

Early Intervention Plan

I would like to make a time with you or a designated teacher to discuss [REDACTED] day and left some information with [REDACTED] today to help prep your team/teacher for our discussion. *Please note only one key teacher needs to attend the centre meeting.* Looking at my diary I am available to meet 30th April (afternoon); 1st May (8.30-1 pm); 7th May (8.30-12 pm); 8th May (8.30-11.30 am). It will take about an hour off the floor. Please let me know ASAP if any of these times suit so I can pencil it in.

Please feel free to contact me if you have any questions, want more clarification, or need to talk through any of the above.

Warm Regards

Donna Taylor | Early Intervention Teacher

1144 Pukaki St, Rotorua

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[REDACTED]

From: Donna Taylor
Sent: Friday, 18 May 2018 10:18 a.m.
To: Arthur Manarangi
Subject: FW: Meeting with [REDACTED]
Attachments: Overview of PTR for young children.docx

This is email #2 in response to [REDACTED] reply to #1.

Donna Taylor | Early Intervention Teacher
[REDACTED]

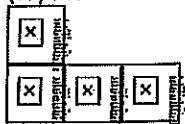
From: Donna Taylor
Sent: Monday, 23 April 2018 12:43 p.m.
To: 'ABC Rotorua Sunset Manager' <abc.rotoruasunset.manager@best-start.org>
Cc: Liane Gallagher [REDACTED]@education.govt.nz; Ruby Lindstrom [REDACTED]@education.govt.nz
Subject: RE: Meeting with [REDACTED]

Hi [REDACTED]

- Hopefully this will clarify further a few of those points mentioned in my previous email.
- That's fantastic all teachers will have uninterrupted one on one time with the boys when [REDACTED] is attending. [REDACTED] is not considered to be part of ratio and you are correct in thinking she cannot be left alone with children. However, she can be down one end of the room/outdoor environment while another teacher is at the other end. She can also be in the sleep room with sleepers to release a teacher, she can only be in the sleep room if there would normally be two teachers. She is not able to toilet children but can be utilised in every other aspect of centre life regarding working with children.
- Thank you for clarifying [REDACTED] while [REDACTED] is only the key teacher for communication with parents. I am use to working with [REDACTED] from when she was the key teacher in the toddler room and have carried this on without realising this had changed. Is there a specific teacher you would prefer for me to speak to regarding coaching and implementation of ongoing support strategies (someone who will take on the lead role of sharing with the wider group), or are you happy for me to speak with any teacher on the floor?
- I understand [REDACTED] takes on a role of responsibility when you are away. This is what I meant by extra duties.
- I was informed at the end of last week that a Speech Language Therapist would be allocated to the boys within the next week or two. For this reason I think it is better for us to wait for her to come on board and attend a staff meeting together to do a coaching session. I will let you know as soon as she is assigned and organise in the first instance a visit to the centre for her to meet you all and the boys.
- The centre RBI will only be with us.
- In my previous email I had discussed the possibility of Liane and I working with the centre to facilitate the team through the behaviour programme known as Prevent, Teach, Reinforce (PTR) for [REDACTED]. This is a centre-wide programme that involves the centre and family working together. If we were to proceed Liane and I would work to very clear guidelines developed by the whole group as a code of conduct during meetings. I have attached some information for your consideration.
- Great suggestion for the lunchboxes. This area will be discussed at the upcoming IP (date to be set and confirmed when I am next in the centre). Let's come away from the IP with a plan that works for the boys, centre and family.

Thanks Donna. My team have been working exceptionally hard with [REDACTED] with little positive recognition at the huge amount of progress they have made whilst in attendance here, other than internally among ourselves. I know this is not always the feedback that you get from the family. We appreciate your support.

[REDACTED]
(07) 348 2233



From: Donna Taylor [REDACTED]@education.govt.nz>
Sent: Tuesday, 17 April 2018 4:46 p.m.
To: [REDACTED]
Subject: Meeting with [REDACTED]

Hi [REDACTED]

This email is to summarise yesterday's meeting I had with [REDACTED] Liane Gallagher was present as scribe.

ESW – Term 2

[REDACTED]
[REDACTED]
[REDACTED] As discussed with [REDACTED] our expectation is for a teacher to be released to work with [REDACTED] when [REDACTED] attends. I also understand releasing a teacher on some days may be difficult and may not occur. On these days [REDACTED] could continue with the support strategies with [REDACTED], however it would be expected that more often than not a teacher would be available to work one-to-one with boys. The reason we ask a teacher to work alongside [REDACTED] is because they know [REDACTED] the best and make the most difference. ESW's are only in the centre for such a short amount of time each week that they have the least impact in supporting children's ongoing development.

I discussed the possibility of a second teacher coming on board to release [REDACTED] of that primary role at times. I understand in the busyness of the centre, combined with [REDACTED] extra duties that at times being the primary teacher of [REDACTED] is challenging, having another teacher as a second support will take this pressure off [REDACTED] and provide the boys with another form of contact in the centre. [REDACTED] shared the centre have extra funding for a Teacher Aide from the Wright Foundation. Perhaps the Teacher Aide or another teacher could be the secondary caregiver. Ideally, it should be someone who is permanent and attends daily.

Coaching of support strategies

I suggested to [REDACTED] I could come to a staff meeting to coach your teaching team through the recommended communication strategies of OWLing, Communication temptation, and following the child's lead. This enables the team to develop an understanding of the strategies and have an opportunity to practice in the safety of a staff meeting. Please let me know if you would like me to attend a staff meeting. If this does not work for you another option would be for me to coach [REDACTED] and another teacher

Donna Taylor | Early Intervention Teacher

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Great results are our bottom line *Ko ngā huanga lino pai ā mātou whāinga mutunga*



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From: ABC Monokia Manager <abc.monokia.manager@best-start.org>
Sent: Wednesday, 16 May 2018 3:39 p.m.
To: Aroha Hicks; The Orchard [REDACTED] ngongotaha@centralkids.org.nz; Vicky Wilson; [REDACTED]@kindergartens.nz; Nicole Young; Ngongotaha ELC [REDACTED] (ngongotaha.earlylearning@xtra.co.nz); Little villa [REDACTED] Homedale [REDACTED] Fairview ktgn (h.teacher@centralkids.co.nz); [REDACTED]; Inspiring; [REDACTED]@centralkids.org.nz; [REDACTED]
Subject: Kahu Ako minutes
Attachments: Minutes for May 2018.docx

Kia ora lovely teachers

I am so sorry for the delay but the winter chills have hit our centre hard and I have just got to my computer.

Here are the minutes from the last meeting and, the location for the next meeting.

I have also included what we need to do for the next meeting as well.

Any questions feel free to ring me or flick me an email.

Thank you and have a great week

[REDACTED]
(07) 346 3132



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Te Maru o Ngongotaha Community of learners Kahui Ako

Meeting minutes

8/5/2018

- 1) After meeting with [REDACTED] I could see and hear a real need for pre-school and school to really work together hand in hand so our tamariki do not slip through the cracks and get left behind.

There was also a common theme for Maori and Pacifica learners to be truly accepted with their skills and knowledge that they have already gained.

One thing that [REDACTED] did acknowledge is that pre school is so much more advanced as we are already using Te whariki thus allows for us as teachers to provide a platform for our Maori and Pacifica students to bring their Kite full of knowledge and us as teachers, to support them with open minds and open hearts.

- 2) The ropu that was here tonight have agreed on that as an ECE sector we need to start looking at a vision as I did not get one from [REDACTED] that we can work alongside.

[REDACTED] said that they have not yet formed a vision.

We have decided to look at visiting new entrance teachers and looking at what it is that we need to get our children ready for school.

We want to know what our children are currently doing and, what are our gaps that we can work on.

We have decided to choose a school that we can work with and then go and visit the teachers from this school to ask these questions of them.

- 3) When you have a school in mind that you would like to touch base with please let me know. (abc.monokia.manager@best-start.org).
- 4) Please bring with you to our next meeting, your transition policy, Photos of your tamariki showing how we get them ready for school and the information from your visit and your school.
- 5) When we have this meeting, we are going to make a summary of what it is that we want to know and then invite new entrance teachers to meet with us.
- 6) The next meeting is on the 12th of June at the Orchard preschool from 6-7 sharp.
- 7) As respect to the host of the next meeting please let me know ASAP if you can attend or not.
- 8) Finally, the ministry has a workshop at the Distinction on Saturday June the 9th on support learning for all. Have a google and see what you think.
- 9) Thank you for your time lovely ladies have a great month.

From: [REDACTED] <office@theorchardchildcare.co.nz>
Sent: Tuesday, 30 January 2018 1:26 p.m.
To: ngongotaha@centralkids.org.nz; Vicky Wilson; [REDACTED]@kindergartens.nz; Nicole Young; ngongotaha.earlylearning@xtra.co.nz; office@littlevilla.co.nz; [REDACTED]@best-start.org; [REDACTED]@centralkids.org.nz; Jacqui Brouwer; homedale@centralkids.org.nz; Glna Royal; ht.fairviewpark@centralkids.org.nz; [REDACTED]@gmail.com; [REDACTED]@centralkids.org.nz; Aroha Hicks; [REDACTED]@gmail.com; abc.rotoruasunset.manager@best-start.org; abc.monokia.manager@best-start.org
Subject: Fwd: Kahu Ako Minutes
Attachments: Te Maru o Ngongotaha? Community of learning Minutes.docx; ATT00001.htm

Kia Ora Koutou

Here's the minutes from December meeting. Thanks [REDACTED]

[REDACTED].. have you had a chance to liaise with [REDACTED] around coming to our meeting? Is she available for Tue 13/2 or should we reschedule to accommodate her as discussed at Dec meeting?

Thanks
[REDACTED]

The Orchard Child Care Ltd
Growing Great Kids
www.theorchardchildcare.co.nz
Rotorua
073323603

Begin forwarded message:

From: ABC Monokia Manager <abc.monokia.manager@best-start.org>
Date: 30 January 2018 at 11:09:19 AM NZDT
To: Aroha Hicks [REDACTED]@education.govt.nz, The Orchard [REDACTED] <office@theorchardchildcare.co.nz>
Subject: Fw: Kahu Ako Minutes

See you at the next meeting ladies.

ABC Monokia Centre Manager

(07) 346 3192



From: ABC Rotorua Sunset Manager
Sent: Friday, 26 January 2018 2:36 p.m.

Te Maru o Ngongotahā Community of learning/Kāhui Ako ECE Steering Group

Date: 5-12-2017

Time: 5.30 – 6.30pm

Place: ABC Rotorua Sunset

Attendees: [redacted] (Essence of the Pacific); [redacted] (ABC Monokia); [redacted] (Homedale Ktgn); [redacted] (The Orchard); [redacted] & [redacted] (ABC Sunset); [redacted] (Ngongotahā Ktgn); Aroha Hicks (Ministry of Education); [redacted] (Kindergartens home-based service).

Apologies: [redacted] (Inspiring); [redacted] (Ngongotahā ELC); [redacted] (Little Villa); [redacted] (Fairview Ktgn); [redacted] (Best-start); [redacted] (Homedale Ktgn);

General Business

- Reading previous minutes of Steering Group 17th Oct
- Time of meeting is still ok.

1. Inquiry Question

- Keep in mind NGO have the highest percentage of Maori in the COL.
- Information around this was handed out at the first COL meeting – Science, Maori Student achievement and additional needs achievement.
- [redacted] suggested Science and looking at what is done within each centre related to Science – examples of what Science looks like.
- Maori achievement is important to Sunset and Monokia as they have a high percentage of Maori on their rolls.
- Need to find a common ground but will be different because of the lens we each look through.
- Do we need a bigger meeting to see what is happening or invite lead to ours to get an idea of where they are in their journey and go from there?
- Aroha to provide details for [redacted]

2. COL Representatives

- [redacted] and [redacted] were nominated and both accepted these roles.

- Next meeting will be at the Orchard. Following week February 13th as the 1st Tuesday is Waitangi Day.
- Email [redacted] questions prior to meeting.
 - Discussion around questions. What are they doing and what are they focussing on? Primary Inquiry focus.
 - What are their expectations? We need to have expectations too.
 - What do they want from us?

- Find out when their next Kahui Ako meeting is. All willing to change date of our meeting as needed. Observe, gain a feel for what it's about.
- [REDACTED] to contact [REDACTED] about next meeting for Kahui Ako and invite to next meeting in Feb.

3. Story Hui – Jaqui's suggestion
- This has been put on hold.

Meeting with [REDACTED] is most important to build foundation.

Another ECE centre in Otumoetai is working well within their Kahui Ako. [REDACTED] to ring [REDACTED] re: BestStart centre in Otumoetai

13th February – The Orchard

2 – 3 weeks and pose inquiry question.

6th March – Ngongotaha Kindergarten

3rd April – Homedale Kindergarten

1st May – Essence of the Pacific

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From: [REDACTED]@best-start.org>
Sent: Monday, 4 December 2017 4:23 p.m.
To: Vicky Wilson; Aroha Hicks; [REDACTED] Gina Royal; Jacqui Brouwer; Nicole Young; ABC kawaha; [REDACTED] ABC Monokla; ABC Monokla Manager; Central Kids [REDACTED] Fairview ktgn [REDACTED] Homedale [REDACTED] Inspiring; Jacqui CNI [REDACTED]@centralkids.org.nz); [REDACTED] Little villa [REDACTED] Ngongotaha ELC Heather (ngongotaha.earlylearning@xtra.co.nz); ngongotaha ktgn (ngongotaha@centralkids.org.nz); [REDACTED] The Orchard [REDACTED]
Subject: Re: Ngā meneti o Te Maru

Kia ora everyone,

Reminder Kahui Ako meeting at ABC Rotorua Sunset tomorrow evening - 6pm. See you there.

[REDACTED]
(07) 348 2233



From: Vicky Wilson [REDACTED]@education.govt.nz>
Sent: Monday, 6 November 2017 2:48:30 p.m.
To: Aroha Hicks; Cheryl Bunker; Gina Royal; Jacqui Brouwer; Nicole Young; ABC Rotorua Sunset Manager; ABC kawaha [REDACTED] ABC Monokla; ABC Monokla Manager; Central Kids [REDACTED] Fairview ktgn [REDACTED]; Homedale [REDACTED] Inspiring; [REDACTED] CNI [REDACTED]@centralkids.org.nz); [REDACTED] Little villa [REDACTED] Ngongotaha ELC Heather (ngongotaha.earlylearning@xtra.co.nz); ngongotaha ktgn (ngongotaha@centralkids.org.nz); [REDACTED] The Orchard [REDACTED]
Subject: FW: Ngā meneti o Te Maru

Kia ora

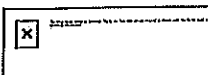
Here are the minutes from the last Kahui Ako meeting.
The next meeting is the 5th December 2017 at ABC Sunset Road. 6pm.

Nga mihi nui
Vicky
Vicky Wilson | Senior Advisor - ECE
[REDACTED]

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We work together for maximum impact Ka mahi ngāahi mō te tūkinga nui tonu

Great results are our bottom line Ko ngā huanga lino pai ā mātou whāinga mutunga



Te Maru o Ngongotahā Community of Learning/Kāhui Ako ECE Steering Group

**Minutes from meeting held at Ngongotaha Early Learning on the 17th
October**

Meeting opened at 6pm.

Present: [REDACTED]

[REDACTED], Jacqui Brouwer.

Apologies: [REDACTED]

[REDACTED] welcomed everyone to Ngongotaha Early Learning Centre.

For the new attendees Jacqui gave an overview of what COL is. Described as a government initiative, having a pathway following from birth through to tertiary education. Jacqui has proposed that this pathway should go from conception through to tertiary.

Jacqui says that we should feel "confident that the mana of early childhood is intact", and that schools and the Ministry are "keen on what ECE has to offer" as part of Kāhui Ako. Te Maru o Ngongotahā has the highest percentage of Māori students in any COL nationally at this stage.

Key phrase mentioned in meetings has been the term "progression stories".

Our Kāhui Ako is still in the establishing phase, with no titled roles yet.

We do have a planned timetable of meeting dates and also our established group. Two people are needed to represent ece at the Governance hui. We need to decide who these people are. After these roles have been decided, the next steps are to begin inquiring about what to do, and how we do it?).

Jacqui suggested making contact with [REDACTED] who is part of WHHS Kahui Ako, inviting her to attend next month's meeting and speak.

AGENDA ITEMS DISCUSSED

- 2) [REDACTED] poke to [REDACTED] (Ngongotaha Principal), meetings aren't scheduled, so no set regularity is currently in place for a representative to join them yet.

Meeting the first Tuesday of each month at 6pm is working well for most people. It was decided to not hold a meeting in November due to October meeting being held later in the month.

- 3) This was briefly discussed but no set time frames have been put in place due to low numbers attending this meeting. But we all agreed the minutes should be emailed out within a week or so of each meeting being held.
- 4) Vision Statement was finalised at Septembers meeting and agreed upon.
- 5) Discussed the possible impacts that cohort entry could have on ECE services. Ngongotaha Primary School is looking at cohort entry beginning at the start of each term. Commencing Term 2 in 2018. Only immediate concern right now is how the cluster intakes will affect early childhood services rolls. Potential long term impact – will centres end up having to adopt cohort entry?

7) Large group meeting discussed. Needs more planning, as wanting maximum numbers attending. Look at holding this meeting in February 2018.

Discussed setting up a private Facebook page to share PD, meeting minutes etc. Decided to put this on hold until the group is more established.

Suggestion made of booking [REDACTED] as a guest speaker. Jacqui said that before deciding on Professional Learning Development, the group really needs to decide what we will be inquiring into as a group, aligning this inquiry with the 3 achievement challenges.

These challenges are

1. Māori Student Achievement
 2. Achievement of students requiring learning support
 3. Science
- 8) Base values not discussed as they were agreed upon at last meeting.
- 9) Agreed procedures not discussed.

Suggestion made to invite [REDACTED] from Koutu playcentre to attend next meeting.

When sending out these minutes include a request for nominations, (you can nominate yourself) as we need two people to be part of the steering group, for a fixed term of 12 months. These nominations are to be sent to [REDACTED] via email, please include a photo and a blurb about yourself. Decided if more than two people were interested in the role, the two representatives will be chosen by vote. Ideally, we would like 1 representative from kindergarten and 1 representative from a child care and education provider.

Jacqui introduced the group to **Story Hui**, which is an inquiry model. She would like feedback on this model, please google Story Hui before the next meeting so we can discuss pros and cons of it. She showed us a video of how this model works. Would it work for us?

Unfortunately, the link was not working for [REDACTED] to share.

Agenda Items for next meeting.

- 1) Deciding what our 'inquiry' focus will be.
- 2) Discuss/choose representatives for the steering group.
- 3) Discussion around Story Hui

Next meeting will be held on the 5th December 2017 at ABC Sunset Road. The time is yet to be confirmed.

There is one more meeting after the December meeting scheduled for February at The Orchard (maybe look at scheduling meetings 6 monthly or once a Term in advance at Decembers meeting)

Meeting closed at 7.30 pm

From: Centre Manager <centremanager@inspiringkids.co.nz>
Sent: Thursday, 7 September 2017 8:24 a.m.
To: Vicky Wilson
Subject: RE: Community of learning

Thanks dear Vicky.

Naku noa na / Kind Regards,

Centre Manager
Inspiring Kids Early Learning Centre
Mobile [REDACTED]

From: Vicky Wilson [mailto:[REDACTED]@education.govt.nz]
Sent: Wednesday, 6 September 2017 2:16 p.m.
To: abc Kawaha <abc.kawahapoint@best-start.org>; ABC [REDACTED]@gmail.com>; ABC monokia <abc.monokia@beststarteducare.co.nz>; ABC monokia [REDACTED]@best-start.org>; [REDACTED] Ed Manager [REDACTED]@provincialchildcare.co.nz>; [REDACTED] PIT <rotorua pacific island trust@gmail.com>; [REDACTED]@yahoo.com> [REDACTED]@gmail.com>; Fairview kgtn [REDACTED]@centralkids.org.nz>; Fairview Ktgn <ht.fairviewpark@centralkids.org>; Fairview [REDACTED]@centralkids.org.nz>; Fordlands Ktgn <fordlands@centralkids.org.nz>; [REDACTED]@harakeke.co.nz> [REDACTED] CNI [REDACTED]@centralkids.org.nz>; homedale ktg [REDACTED]@centralkids.org.nz>; Inspiring <centremanager@inspiringkids.co.nz>; [REDACTED]@kindergartens.nz>; [REDACTED] Best start [REDACTED]@best-start.org>; Little lights <manager.littlelights@eeg.co.nz>; Little lights kind [REDACTED]@gmail.com>; Little villa <office@littlevilla.co.nz>; Mountain view preschool ltd <operations@provincialchildcare.co.nz>; [REDACTED] ABC [REDACTED]@best-start.org>; ngongotaha ELC <ngongotaha.earlylearning@xtra.co.nz>; ngongotaha ktgn <ngongotaha@centralkids.org.nz>; Selwyn ktgn [REDACTED]@centralkids.org.nz>; selwyn kygn <selwyn@centralkids.org.nz>; The orchard <office@theorchardchildcare.co.nz>; [REDACTED] Playcentre <[REDACTED]@xtra.co.nz>; [REDACTED] CNI [REDACTED]@centralkids.org.nz>; [REDACTED]@centralkids.org.nz>; Walapu kids St Francis <manager.sfwac@acw.org.nz> <manager.sfwac@acw.org.nz>
Subject: FW: Community of learning

Kia ora and congratulations,

I am emailing to let you know you are officially registered as belonging to the Te Maru o Ngongotahā Community of Learning.

You can see the data on education counts website in the next few days.

<http://www.educationcounts.govt.nz/know-your-col/col/profile-and-contact-details?region=4&district=24&col=99107>

Kind regards, nga mihi Vicky

Vicky Wilson | Senior Advisor - ECE

1144 Pukaki St, Rotorua

education.govt.nz | Follow us on Twitter: @EducationGovtNZ

We get the job done *Ka oti i a mātou ngā mahi*
We are respectful, we listen, we learn *He rōpū mānaki, he rōpū whakarungo, he rōpū eko mātou*
We back ourselves and others to win *Ka manawanui ki a mātou, me elahi ake kia vikitoria*
We work together for maximum impact *Ka mahi ngātahi mā te tūhinga nui tonu*

Good results are our bottom line *Ko ngā huanga tino pai ē inātou whāinga nuiunga*



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From: [REDACTED]@best-start.org>
Sent: Thursday, 27 July 2017 2:27 p.m.
To: Vicky Wilson
Subject: Re: Te maru o Ngongotahā Community of learning

Kia ora Vicky,

Unfortunately I was unable to join you all for the first COL meeting last night but I would like to still join.
Thanks

(07) 348 2233



From: Vicky Wilson [REDACTED]@education.govt.nz>
Sent: Thursday, 27 July 2017 1:47:46 p.m.
To: ABC Kawaha Point; ABC kawaha [REDACTED] ABC Monokia; ABC monokia [REDACTED] amaazing place; [REDACTED] Ed Manager; [REDACTED] PIT; [REDACTED] Walapu kids St Francis; [REDACTED] Fairview kgtn [REDACTED] Fairview Ktgn; Fairview rachel; Fordlands Ktgn [REDACTED] henare CNI; homedale ktg; Inspiring; Jacqui CNI [REDACTED]@centralkids.org.nz); kldzworld; [REDACTED]; Little darlings - [REDACTED]; Little lights; Little lights kindy [REDACTED] Little villa [REDACTED] Mamaku ELC [REDACTED] Mamaku PC [REDACTED] ABC Rotorua Sunset Manager; ngongotaha ELC; ngongotaha ktgn; provincial; Selwyn ktgn [REDACTED] selwyn kygn; The orchard; Topkids Pukuatua Manager; [REDACTED] Playcentre; [REDACTED] CNI [REDACTED]@centralkids.org.nz)
Subject: Te maru o Ngongotahā Community of learning

Hi Everyone

Thank you to all who attended the meeting last night. We have several steering group volunteers and if anyone else would like to join that working party please email me.
I have attached the presentation as requested.

I look forward to meeting with the steering group and seeing the network of early childhood services strengthen further.

Nga mihi
Vicky, Gina & Cheryl

Vicky Wilson | Senior Advisor - ECE
1144 Pukaki St, Rotorua

ed.govt.nz | Follow us on Twitter: @EducationGovtNZ

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Great results are our bottom line. Ko ngā hua ngā hua mātau mātau mātau.

▲▲▲
MINISTRY OF EDUCATION
TE TĀHURU O TE KĀTAURANGA

Te Maru o Ngongotahā Community of Learning/Kāhui Ako ECE Steering Group

**Minutes from meeting held at Ngongotaha Early Learning on the 17th
October**

Meeting opened at 6pm.

Present:

Jacqui Brouwer.

Apologies:

welcomed everyone to Ngongotaha Early Learning Centre.

For the new attendees Jacqui gave an overview of what COL is. Described as a government initiative, having a pathway following from birth through to tertiary education. Jacqui has proposed that this pathway should go from conception through to tertiary.

Jacqui says that we should feel "confident that the mana of early childhood is intact", and that schools and the Ministry are "keen on what ECE has to offer" as part of Kāhui Ako. Te Maru o Ngongotahā has the highest percentage of Māori students in any COL nationally.

Key phrase mentioned in meetings has been the term "progression stories".

Our Kāhui Ako is still in the recruitment phase, with no titled roles yet. Two people are needed, and we need to decide who these people are. After these roles have been decided, the next steps are to begin inquiring about what to do, and how we do it?).

Jacqui suggested making contact with [REDACTED] who is part of WHHS Kahui Ako, inviting her to attend next month's meeting and speak.

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Jacqui introduced the group to **Story Hui**, which is an inquiry model. She would like feedback on this model, please google Story Hui before the next meeting so we can discuss pros and cons of it. She showed us a video of how this model works. Would it work for us?

Unfortunately, the link was not working for [REDACTED] to share.

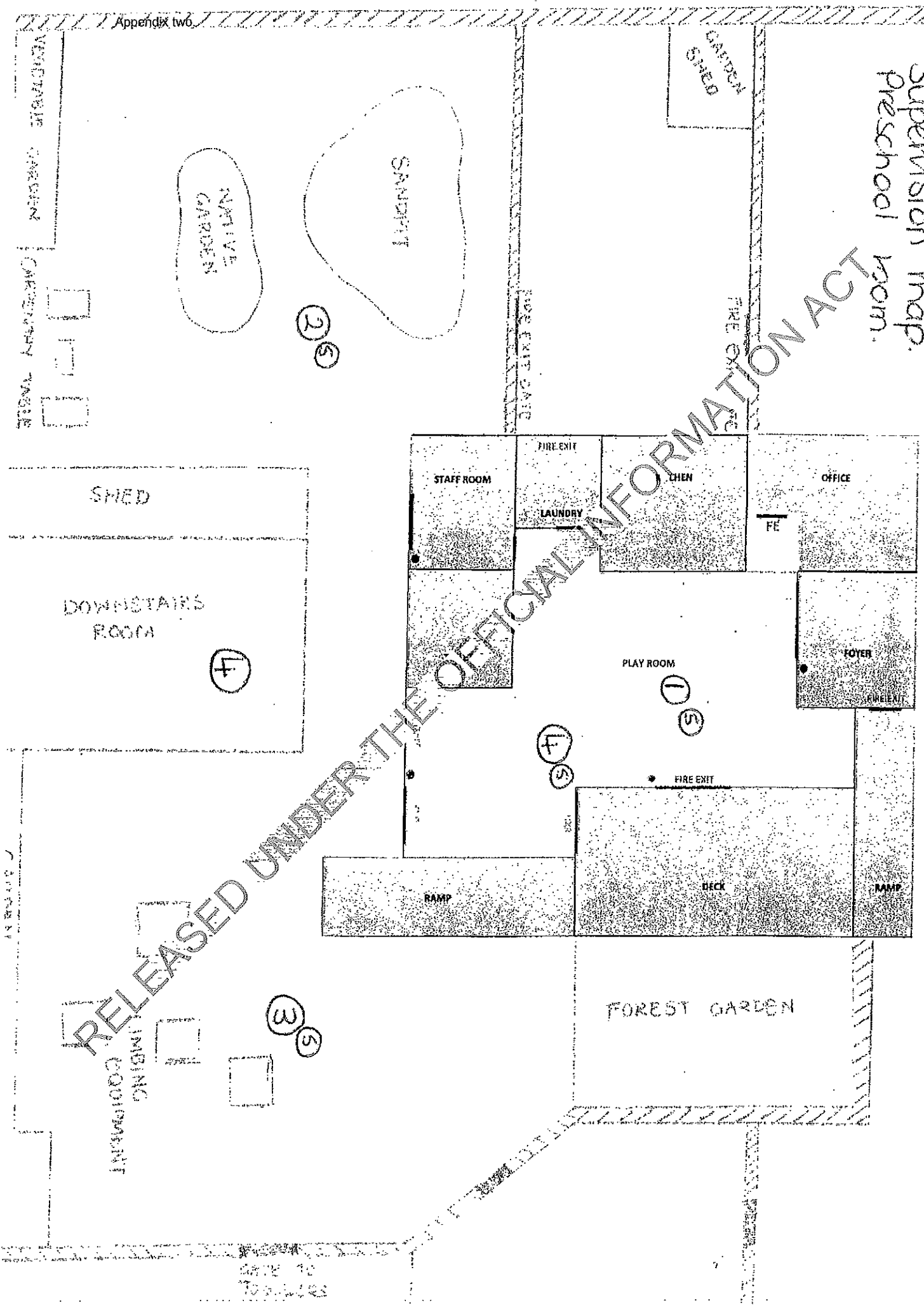
Reg: 46 H&S 1A - The health and safety practices standard: general
is the standard that requires every licensed service provider to
whom this regulation applies to:

Take all reasonable steps to promote good health and safety of
children enrolled in the service Timeframe 23rd March 2018

1. Supervision plan displayed to support best place to ensure all children are supervised.
2. Read and Review our Beststart Supervision Plan
3. Created a Relievers Induction, to ensure all relievers are aware of what is required of them.
4. Create an education programme to promote safety with children, road safety.
5. Complete a term safety check
6. Daily OSH Checks are completed.
7. Staff meeting notes – discussion around the incident.
8. Review of the Staff Registers
9. Improving Staff Communication – using power Phrasing back to each other (a teacher talks to one, then the teacher repeats back)
10. Maintenance Person has checked the playground, moved equipment from Fence Lines, trimmed trees and looked for potential hazards.

Rotorua District Council have completed a BWOF on the 5th March 2018, [REDACTED] Building Compliance Officer

Supernision map.
Preschool room.



+x permanent teachers on Preschool side
Appendix two.
1x permanent break cover (10am - 1pm).

There are always 4 staff on the floor at all times. There is an additional staff member whom provides break cover.

Staff member 1 monitors playroom with support from teacher 4 (float) if required.

As agreed between staff in the preschool room, physical activity is a high priority for centre meaning teacher 2 and 3 are responsible for one half each of the outdoor area.

The downstairs room is only used as a sleeping space, or area of play during wet days.

Teacher 4 is float and also able to support teachers 1, 2 or 3 where required.

Teacher 5 covers breaks (morning and lunch) for teachers 1, 2, 3 and 4. Floats where necessary if no breaks to be covered.



SUPERVISION OF CHILDREN POLICY

RATIONALE

To ensure that staff supervise children at all times while attending the centre. To promote the health, safety and well-being of the children at all times.

To ensure staff/child ratios are met and maintained and that staff know their roles for supervision and implement them.

1. Staff/child ratios will be met and maintained according to the license and Childhood Regulations 2008 schedule 3. At all times while children are attending they will be supervised by a person responsible and there will be a person's responsibility for every 50 children or part thereof.
2. Children will be in the sight of an adult at all times. Staff will be rostered to ensure the main playroom, outdoor playground and toileting areas have staff rostered to adequately supervise children in these areas as required, to meet the needs of the children and promote their well being, health and safety.
3. Children must be supervised at all times while eating.
4. At any time in the centre programme where children have free access and movement between indoor/outdoor areas, a minimum of one staff member will be on duty in each area as children access these.
5. Any equipment used for balancing, climbing, jumping that is over 600mm high will be set up on a suitable safety surface. [provide a fall zone not less than 1.5m] see playground fall zone information in the compliance section.
6. Children should be supervised at all times while they are going to sleep – however at times, circumstances may mean that this is not possible therefore any exceptions to this must have a written procedure developed and be with agreement from your Professional Services Manager – any procedure must ensure that child safety and wellbeing is paramount and that children are still physically checked within the licensing criteria guidelines. Children will not have access to food or liquid while they are resting. [refer sleeping children policy]
7. A child who becomes unwell during the day will be isolated in the area provided for this purpose and will be supervised at all times until the child's parents arrive.
8. Breaks for educators will be scheduled to enable proper supervision of children and to ensure that ratios are maintained at all times. When staff are on a break they are not to be counted in ratio.
9. During an incident, accident or First Aid treatment, staff will at all times maintain supervision of all children in the centre and will direct or re-direct centre activities as necessary.
10. Educators involved in supervision must not leave their children unsupervised under any circumstances unless relieved by another educator.



SUPERVISION OF CHILDREN

- 11 Ideally relieving staff should not be left to supervise an area alone, especially the outside area.
- 12 At no time will children be released from the centre unless the person collecting the child is noted on the enrolment form, there is a letter signed by the parent or person who has day to day care for the child authorising this or it has been authorised on the daily roll in sheet by the person who has day to day care for that child and the person is 14 years or older.
- 13 In the event of a child not being picked up by the end of licensing hours. Staff need to remain with that child at the centre and endeavour to contact the appropriate emergency persons. If no one is available staff need to contact the Centre Manager if s/he not already on the premises and then contact your Business Manager. The Business Manager will need to decide at what stage the police will be called, taking into account any known emergencies that may be occurring with in the region or the personal circumstances of the family. The police are obligated to collect the child however they may defer this action for some hours to give the parents / whānau time to arrange for collection. For staff safety, there should be 2 staff members present.

References: ECE regs 2008 [44, 58(1)B]
Sleeping children policy
Supervised Early childhood play and equipment standards SNZ HB.2.2006

Reliever's Guidelines

- Please don't leave your area, if you required support this needs to be communicated to a permanent staff member.
- Relievers do the role of the teacher they are covering
- Communicate to other staff members about any incidents, accidents or concerns you have.
- Inform the teachers if parents give any instructions, in feedback.
- Don't speak to parents about important information
- Keep your environment clean
- Clear and refresh your area
- Scan for hazards
- Position yourself to be able to see all children
- Positive interaction with the children, please read our Positive Guidance Procedure (on the wall in the entranceway)
- Make sure all equipment is in its area
 - Bikes on the bike track
 - Ladders and tools in their areas
 - Playdough stays on the table inside
 - No playing in the bathrooms
 - Walking feet inside

Thank you and please enjoy your day

Whanau Time: 1

- Introduce the words 'road safety' and discuss the meaning (being safe around roads).
- Discuss with the children how they come to school. Share with the tamariki: sometimes I walk to school if the weather is fine and sometimes I drive in my car.
- Invite tamariki to share how they come to Daycare. Include some questions: 'Do you always come to the Centre this way?' and 'who do you travel with?'
- Read, Ruben's Big Day Out.
- Talk about the importance of keeping safe when on or near the roads (refer back to book).
- Share some examples: I look both ways before crossing the road and only cross when it is safe to do so (no cars are coming). Invite children to share examples of how they keep safe. Record examples on paper. These should include: I always put my belt on when in the car, wear a helmet when riding my bike or scooter, holding hands when crossing the road, using the crossing if there is one etc.

Whanau Time: 2

- Re-read Ruben's Big Day Out.
- Introduce the word traffic and discuss what it may mean. Refer to the book to help give children examples.
- Traffic: All the things that travel on the road and the footpath.
- Read the poem-The most.
- Invite tamariki to share ideas of what traffic they see on the roads and footpath. Use laminated images and display on the wall as children share them. E.g, car, truck, bike, pedestrians etc.
- Discuss ways to cross the road safely. Introduce the word 'traffic light' and discuss meaning/action of each colour of the traffic light. Display images on wall.
- Share traffic light song and sing with tamariki.
- Teach children the correct steps to take when crossing the road safely:
Stop, one step back from the curb. Look left, look right, then look left again. If there is traffic coming wait until it has gone. Then look and listen for traffic again. If there is no traffic coming, walk quickly and straight across the road. While crossing look and listen for traffic.
- Invite children to repeat and practice these steps while the teacher says them. Ask children to remember each step as they follow the actions.

Outdoor Road Safety Activity

- Encourage children to help create props (stop and go signs, traffic lights etc) and create a pedestrian crossing using chalk/paint chalk.
- Teach tamariki how to cross the road safely using the pedestrian crossing.
- Invite children to take part by using some of our props, e.g. stop and go sign and traffic lights. Encourage other tamariki to walk around the sandpit along the bike path pretending they are a car. When the children reach a particular sign they must stop, look and follow the required action. For example when they approach the red traffic light they must stop until it turns green.
- Repeat giving all children a chance to try each area.
- Highlight correct road safety actions and question children to check understanding.

03 gramme

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govt.nz [REDACTED]@waikatoregion.govt.nz>;
[REDACTED]@best-start.org>;

discussion this morning, last week we experienced a very serious incident where three of our children left our car. We need to create an education programme to promote safety with children in particular road safety. Our aim is to complementing this. However it would be super brilliant if a big purple bear could visit us and help us as teachers. I understand that we are not in your region. If there is a cost involved could you please let us know.

[REDACTED]

21 YEARS

Wed 14/03/2018 10:50 a.m.

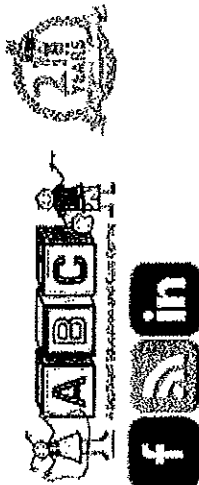
[\[REDACTED\]@waikatoregion.govt.nz](mailto:[REDACTED]@waikatoregion.govt.nz)

cc: [REDACTED]@best-start.org;

Kia Ora [REDACTED] As per our discussion this morning, last week we experienced a very serious incident where three of our children left our premises on a bike and rode up the road. As a centre we need to create an education programme to promote safety with children in particular road safety. Our teachers are in the process of establishing and implementing this. However it would be super brilliant if a big purple bear could visit us and help us as teachers to implement a road safety programme for our tamiriki. I understand that we are not in your region. If there is a cost involved could you please let us know.

Thanks

(07) 348 2233



Appendix two.

From: ABC Rotorua Sunset
Sent: Wednesday, 14 March 2018 10:20 AM
To: [REDACTED]@police.govt.nz
Cc: [REDACTED]
Subject: re: road safety programe urgency

Kia Ora [REDACTED] Thank you for our conversation this morning,

As we discussed this morning we had a serious incident occur in our Centre last week; when three of our children left the Centre premises and rode a bike up to Sunset Road. Due to this incident we are required to meet specifications from Ministry of Education to create an education programme to promote safety with children, with a focus on road safety. Teachers are in the process of establishing a Road Safety programme for our term but we would really love it if you could possibly squeeze us in for a quick visit even a few minutes of your time would be greatly appreciated. And if we can also book a time for next term that would be greatly appreciated as well. We look forward to hearing from you soon. Thank you on behalf of my centre manager [REDACTED] and all our teachers here at ABC Rotorua Sunset

[REDACTED]
(07) 348 2233



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Centre Name		Date:	Completed By:
ABC Rotunda Sunset		8-3-18	[Redacted]
Items to be Assessed (HAZARDS)	Outcome	Action: What is the hazard, who will fix it and when?	Review: Date hazard fixed and by whom? (To be completed by Centre Manager)
	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> N/A		
Hard Surfaces			
Is there concrete, asphalt or other non-impact absorbing material under any play equipment? (Need safety surface if fall height > 600mm) However even if equipment is lower than 600mm you can't set up equipment on concrete.	/		
Loose-Fill Material (e.g. bark) / Artificial surface			
Equipment up to 1 mtr high can be set up on well maintained grass	/		
Is there adequate drainage?	X	blockage by bottom room	Maintenance mtr Fixed 14.3.18
Does it extend at least 1.5m from all equipment?	/		
Check loose fill to ensure a depth of at least 300mm	/		
Is loose fill checked daily for hygiene and foreign objects that may cause injury? [This should be recorded on daily OSH checks]	/		
Are the borders enclosing the loose fill surfacing secure? Do they present any trip hazard?	/		
Artificial surface material still in good condition and securely in place to provide impact absorption?	/		
Platforms, Structures and Frames			
Does the maximum height from which the child can fall exceed 1.5m? Check all climbing equipment	/		
Are all structures free of rot or corrosion and have no missing parts, panels or fittings? (Check that plastic equipment is sound and free of cracks and deterioration from the sun)	/		
Are they free from moss, mould and other unhygienic matter?	/		
Are all exposed protrusions and sharp edges removed? Edges should be finished at no less than a radius of 3mm. Check for protruding nails, rivets and bolts [no greater than 8mm in length] which should be sawn off, filed smooth and then covered	/		
Slides: check for any wear or tear on side and exit. Ensure that there is a 1mtr clearance on both sides of the slide.	/		

Items to be Assessed (HAZARDS)	Outcome		Action: What is the hazard, who will fix it and when?	Review: Date hazard fixed and by whom? (To be completed by Centre Manager)
Are all components free of corrosion and bulging and all nails and fixings flush with surface or countersunk? Are all bolts and fasteners secured?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	N/A	
Are all guardrails and barriers around decks and platforms secure, free of sharp edges and small enough for a child's grip?	<input checked="" type="checkbox"/>			
Are all parts of each piece of equipment such as links, chains and fasteners, secure? Check eye bolts, C and D shackles not excessively worn? Check for empty bolt holes, loose pieces of chain, S hooks not tightly closed - these should be no more than 1mm open	<input checked="" type="checkbox"/>			
ROPES, CHAINS AND TYRES				
Are ropes and chains securely fastened and all frayed rope ends trimmed and repaired? Chains should be covered with plastic to ensure no finger entrapments	<input checked="" type="checkbox"/>			
Are rope, chain or tyre nets in good repair and to the original design? Check that rope and chain nets are secured top and bottom.				
Are the rims on all tyres in tact and drain holes clear. Check for reinforcing wires which may come loose and poke out.	<input checked="" type="checkbox"/>			
ACCESS AND ENTRANCE				
Are all access ramps and entrances to the equipment free of slipping and tripping hazards?	<input checked="" type="checkbox"/>			
Are all access and entrance points to the playground and equipment free of exposed protrusions and sharp edges?	<input checked="" type="checkbox"/>			
Disability access is free from obstacles	<input checked="" type="checkbox"/>			

Items to be Assessed (HAZARDS)	Outcome		Action: What is the hazard, who will fix it and when?	Review: Date hazard fixed and by whom? (To be completed by Centre Manager)
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> N/A		
ENTRAPMENT AND ENTANGLEMENT				
Are all entrapment points eliminated? Check for any narrow openings, V shaped gaps or sharp angles, hooks or protrusions, which could trap a child's head or limb.	✓			
Are all steps, ladders, guardrails and nets large enough to prevent a child get their body right through?	✓			
SANDPITS				
Is drainage from the sandpit adequate?	✓			
Is the sand raked daily to check for hygiene and foreign objects that may cause injury? Remove any polluted sand immediately and add new sand as required. [Should be recorded on daily OSH checks]	✓			
Term 2 and 3 – where practical and easily undertaken – shade sails should be removed, cleaned and repaired [if necessary] prior to storing until they are needed for term 4 and 1 each year.	✓			
GENERAL SITE LAYOUT				
Is there enough space between equipment so that a child can move freely between areas without bumping or running into each other?	✓			
Is the playground set out to allow for unobstructed supervision?	✓			
Are pathways around the playground clear of hazards? Check for cracks, subsidence, jagged edges and signs of poor drainage such as puddles. Check that there are no trip hazards where two different surfaces meet.	✓			
Is the playground environment in good condition and free of rubbish?	✓			
OUTSIDE AREA				
Does the roof or spouting need cleaning?	✓			
Do shrubs or trees need trimming? Lower bushes and trees trimmed back into garden to stop protruding and causing a risk to children – higher trees are trimmed to a minimum of 2 metres so staff don't bang their heads.	✓			
Is the exterior of the building in good condition?	✓			
OTHER CONSIDERATIONS				
Has any damaged equipment been effectively immobilised / removed so that it cannot be used? Check both large items and small items (such as sand toys etc) please do not just dump at the back of the building.	✓			

	✓	Outcome ☑ ☒ N/A	Action: What is the hazard, who will fix it and when?	Review: Date hazard fixed and by whom? (To be completed by Centre Manager)
Are items stored safely in the shed or storeroom? - Secured, at good height, safe for lifting, etc Heavy furniture, fixtures or equipment that could fall or topple are secured. Lockable wheelie bins shelving units are locked to stop movement during earthquake.	✓			
Items to be Assessed (HAZARDS)				
Are all tools such as rakes, spades, brushes etc in good and safe working condition?	✓			
Are all fences, gates and other barriers safe and secure?	✓			
Does the gate have a clearance of 12mm at the sides to stop finger entrapment	✓			
When closing do the hinge bolts close together causing potential finger entrapment or worse a crushed finger.	✓			
Is any Centre rubbish kept securely away from the children? - ie Wheelie bins are not accessible. Does this have a lock to stop others accessing it by setting fire to it.	✓			
HEALTH AND SAFETY CHECKS?				
Accident reports have been analysed and any hazards identified.	✓			
Earthquake and fire drills have been carried out and documented	✓			
Body wash facility is clear of rubbish and is in good working order- water temperature is not over 40°C	✓			
Immunisation Register is up to date - follow up on outstanding issues	✓		[redacted] to follow up [redacted] to follow up	
First aid kit is checked and has all items required	✓		plasters & saline required	
Check all first aid certificates are current and not due to expire in the next 3 months - if so staff member is enrolled into next first aid course.	+		Van driver expires July 18	
Civil defence kit is checked and has all items required - expired items are replaced	✓			
Check fridge temperature is at a maximum of 4°C - should be recorded daily on the kitchen cleaning schedule	✓			
All monthly cleaning has been carried out as per cleaning schedules and filed in compliance folder.	✓			
Sleep charts are analysed to ensure that children are not being left lying over 30mins not sleeping. If so review the sleep agreement with the parents	✓			
ELECTRICAL EQUIPMENT				
Heat pump filter has been cleaned annually - and date recorded	✓			
ANY CENTRE SPECIFIC ISSUES?				

DAILY HAZARD CHECKLIST

Staff are to complete the daily checklist below for potential hazards to children prior to opening the centre. Accident/Incident records are to be analysed for potential hazards. Equipment, premises and facilities are to be checked with any identified hazards immediately eliminated, isolated or minimised and reported to the manager

Centre Name: **Purehua ASB Rotorua Sunset** Week Beginning: **3-3-18**

Area and / or equipment to be checked Staff are to sign under the appropriate day after the specified area has been checked	Monday Date: 5-3-18	Tuesday Date: 6-3-18	Wednesday Date: 7-3-18	Thursday Date: 8-3-18	Friday Date: 9-3-18
Fire exits and gates are clear and open / unlocked	me	me	me	me	me
Electrical sockets and appliances - particularly heaters (plugs covered and no cords hanging down)	me	me	me	me	me
Cleaning agents, medicines, poisons and other hazardous materials stored	me	me	me	me	me
No hazards present in the kitchen - gate closes securely	me	me	me	me	me
No hazards present in the laundry - i.e. chemicals out of reach	me	me	me	me	me
The outdoor areas are free from vandalism, dangerous objects and foreign materials i.e. broken glass, animal faeces	me	me	me	me	me
The condition and placement of learning, play and other equipment is safe for children to use	me	me	me	me	me
Windows and other areas of glass are free from cracks	me	me	me	me	me
No poisonous plants accessible to children i.e. swan plants	me	me	me	me	me
No broken equipment in the outdoor play space	me	me	me	me	me
No broken equipment in the indoor play space	me	me	me	me	me
Climbing equipment meets H & S standards i.e. 1.5m from edge of safe fall	me	me	me	me	me
Equipment is stored and secured to meet earthquake safety standards	me	me	me	me	me
Fences and gates are functioning correctly	me	me	me	me	me
No pools of water are in the outdoor play space	me	me	me	me	me
Choking hazards are removed from the infants area i.e. small pieces of equipment	me	me	me	me	me
Hazards identified and actions required		Cast pieces removed before play.	ent- 100 won't	gate closed - 100 won't	Five exit Change.

Staff meeting 13.3.18

Shared with 7 teachers

Follows on from:	Agenda	Attendees	Date & Time
<p>Links to previous minutes & relevant plans, stories or notes here..</p>	<p>Agenda items: Supervision, MOE Breach and follow up Relievers, Rosters, safety going the incident debrief, staff com, Children requiring extra support, that can look like</p>	<p>Present: N (CM)</p>	<p>Date: 13.3.18 Time: 5.30pm - 7pm</p>
<p>Discussion List discussion points below</p> <p>21 hours ago Regulations</p> <p>1 hours ago Roster review and update</p> <p>21 hours ago Reliever Responsibilities</p>	<p>Action What to do to make this happen.. New fire plan with new fire exit, new assembly points (date will be closed off due to incident Regulation) Health and safety practice, that further steps do we need to take to ensure appropriate supervision and safety Reliever induction and guiding pe for teachers to ensure this doesn't happen with relievers</p> <ul style="list-style-type: none"> - communicating expectations, first one don't leave your area. elaborate on this if you need to. - refer them to positive guidance - Supervision plan and read and reviewed the Beststart Supervision Policy displayed for staff including relievers - being mindful of where you are situated (standing or being in place where you know you can see the majority of space) in regard to safety and supervision (positioning yourself) - If you are in an area and require extra support, call for the float person. - Being alert of your surroundings who is in the area, being mindful of where your tamariki are at all times - road safety talks and engagement with the community - Term Safety Check - Read through routine and responsibilities to ensure you are aware. 	<p>Owner Who is responsible.. Shared Ownership - CM will follow up in next Staff Meeting</p>	<p>Deadline Yellow - in progress Green - completed Pink - waiting</p> <p>21 hours ago important to be done by next Friday</p> <p>1 hours ago Dailyish checks to do term safety check for [redacted] and [redacted]</p> <p>Natalie Hall 21 hours ago Timers for the sleepers</p>

<p>Discussion point 1.. The Incident Discussion</p>	<p>- relievers to be given badges and uniform to wear.</p> <p>Action..</p> <ul style="list-style-type: none"> - Timing for spontaneous meetings, or other spontaneous moments, these times may not be suitable - Laborating further with [REDACTED] - Communicating with other staff, you say [REDACTED], however with more detail - Do not [REDACTED] me that relievers even if they are [REDACTED], know what you are talking about, I understand what is being asked of [REDACTED] as they may not. We all learn and [REDACTED] information in differently. - Do you know your rel [REDACTED]! 	<p>Owners name..</p>	<p>Date & time..</p>
<p>Discussion point 2.. Behaviour Plan.</p>	<p>Action.. contributing to the [REDACTED] planis for tamariki:</p> <p>[REDACTED]</p> <p>inggers: Other children teasing him, sometimes no trigger, sometimes during transition times, wanting an item but not getting his way ("I want that") not always a communication issue as he has the words, trying to gain attention (trying to gain attention anyway possible even if it comes out negative), Support: gentle hands, kind words, give him the words he may need to communicate what he wants, being able to accept the word no. Sharing/ working together, putting away toys after use. Strategies: (no cuddles for bad behaviour), using some of his interests (superheros, dont have hands like that) Involvement of play, praise the good (ideas for superhero play). extend on interest. relay centre rules, turn language around to be more positive. Remain at a calm level to deescalate the situation. Bring in another staff member as a neutral party. Last resort is distraction. Have a break (chill out</p>	<p>Owner's name..</p>	<p>Date & time..</p>

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Discussion point 3..	Action..	Owner's name..	Date & time..
	<p>spaces?) Good morning do you want to go see the toddlers for an hr? in the afternoon. giving alternative words (e.g. go away), its ok to be angry.</p> <p>Worked on Teina's IBP (Emotional Regulation, collaborative play)</p> <p>Sebastian (Emotional Regulation, be able communicate how he is feeling internally rather than internally)</p> <p>(Acts of aggression)</p> <p>(Acts of aggression, speech and tone)</p> <p>Plans have been created for the Children requiring extra support. Centre Manager has talked with families and referrals to Education Support can be made.</p>		

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Outside duty responsibilities Purerehua room

- Meet and greet children and families
- Check sand pit and gardens for cat poos
- Sun block and sunhats as per sun smart procedure
- Set up activities eg water play, sandpit, have bikes out etc.
- Engage and supervise children
- Pack away before 3pm bulk of the equipment and sweep sand back into sandpit (Its ok to leave a few bikes out and a few toys in sandpit.
- Pick up any rubbish
- Weed gardens when you can
- Check and tidy deck when required
- Monitor sleepers (do not exceed 10 minutes between checks, sign sleep chart)
- Clean / tidy shed
- Clean / tidy toy box weekly
- Ensure you complete compliance for your area
- ***Monitor all exterior gates and fences***
- ***Ensure all children are supervised at all times / ask for cover if you need to leave your area***

Inside duty responsibilities Purerehua room

- Meet and greet children and families
- Set up activities inside
- Set up paints out on deck – provide wet cloths so children can clean area once finished
- Nappies and ensure bathroom is kept reasonably tidy
- Monitor meal times assist when required / clean up after lunch and afternoon tea, wipe table, sweep floor
- Administer any medication
- Put load of dishes on if you are able
- Check laundry -Put on washing or put in dryer ensure laundry room is kept tidy.
- Re- set activities for afternoon
- Before 3pm provide children with bucket of water and brushes and encourage and assist to clean area.
- Encourage / remind children to tidy their areas of play when finished.
- Encourage children to help with the tidying of the room throughout the day
- Ensure your area is reasonably tidy before your shift ends
- Ensure you complete compliances for your area
- **Monitor external gates and doors**
- **Ensure all children are supervised at all times / ask for cover if you need to leave your area**

Enquiry room duty responsibilities (Purerehua room)

- Set up enquiry related activities / projects for the week etc.
- Engage and supervise children
- Pack away before 11.30 and have beds made.
- Assist where needed in other areas
- Pick up any rubbish inside and outside
- Weed gardens when you can
- Check and tidy deck when required
- Bathroom clean (sign off compliance)
- Tidy room when all sleepers are up or before the end of your shift

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Maintenance timesheet for

Date	Centre name	Task description	Time at centre	
18/12-25/12	ABC Rotunda Sweet	Measure equipment from fence, concrete areas ensure it's safe. - trimmed trees on fence lines - checked all gates - felt safe	3hrs	

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To: Donna Taylor [REDACTED]@education.govt.nz>
Subject: Re: Meeting with [REDACTED]

Hi Donna,

Thank you for your email. The team has read the email and yes we do have questions and require more clarification in some areas.

1. We do not want the expectation set that it must be [REDACTED] off the floor 12 - 2pm for the majority of these visits. This is the busiest time of the day for us with sleepers, lunch, staff breaks etc. and we will attempt to make this work so it will accommodate all staff, teachers, and children whilst considering the safety of everyone in our care.
2. Is [REDACTED] considered in ratio? Our understanding is that [REDACTED] can not be left alone with children which makes the suggestion of having only [REDACTED] or a secondary caregiver for [REDACTED] difficult for us to accommodate. This would require juggling staff each day. We are suggesting that when [REDACTED] arrives at the centre [REDACTED] will swap with the permanent staff member who is in the "Inside Support" teacher role. This will release the permanent staff member whom is in this role, 12-2pm on the days [REDACTED] have their approved support. This means their permanent teacher for their 1:1 time will rotate weekly.
3. It should also be noted that all staff within our centre work with [REDACTED] regularly and he has a lot of interaction with other teachers throughout his day. We do not leave this as an expectation left for only [REDACTED] to fill. She is the key teacher and communicator with the parents due to a number of staff being [REDACTED]
4. Could you please clarify what you mean in regards to [REDACTED] "extra duties"? Thank you.
5. A staff meeting would work for us. Our next meeting will be 24th April at 5.30pm if you would like to join us at this team. We would really appreciate you coming in.
6. Is there a possibility that [REDACTED] could be sending [REDACTED] lunch boxes in without the additional packaging to support us in developing their independence?
7. 1st of May at 9am for a meeting regarding [REDACTED] would suit. Will the family be in attendance? There will be two of us present in the meeting if the family is to be present.

Thanks Donna. My team have been working exceptionally hard with [REDACTED] with little positive recognition at the huge amount of progress they have made whilst in attendance here, other than internally among ourselves. I know this is not always the feedback that you get from the family. We appreciate your support.

[REDACTED]
(07) 348 2233



From: Donna Taylor [REDACTED]@education.govt.nz>
Sent: Tuesday, 17 April 2018 4:46 p.m.
To: ABC Rotorua Sunset Manager
Subject: Meeting with [REDACTED]

Hi [REDACTED] and Natalie

AN OUTLINE: PREVENT, TEACH, REINFORCE (PTR) for Young Children (Dunlap, Wilson, Strain and Lee, 2013)

BRIEF OVERVIEW

- **PTR is for the child who has challenging behaviour that is persistent, who would benefit from help to overcome their behaviours and learn more positive skills.**
- **The program requires deliberate coordination by a team that applies care and consistency in its work.**
- **The team may involve anyone who is directly involved with a child's education, care, education or other support for the child. It usually involves individuals who are highly skilled in their field and whose input and guidance is a benefit to the process.**
- **The team has a leader who is familiar with child development theories.**
- **PTR may be one of a range of supports. Other supports for the child and also the family will be relevant to the plan and the program.**

SOME UNDERLYING VALUES AND BELIEFS

- **Healthy social and emotional development is key to a person's wellness throughout life and is thus the focus of the program.**
- **Inclusion is an important principle, as it may be highly beneficial for children with behavioural challenges to interact with children who have already developed the necessary skills.**

THE PTR PROCESS

- **The process typically occurs over 2 – 4 months and includes 4 – 5 initial meetings held at least weekly where possible and subsequent (usually briefer) meetings as needed thereafter.**
 - **The process involves 6 main steps:**

STEP 1: develop the team and set goals

At the meeting:

- Decide who will be in the team
- Decide who will take what roles (e.g. leading the PTR process, facilitating the meetings, taking notes during meetings, etc.)
- Decide on meeting dates, venue(s) and methods of communication
- Decide on a long-term vision for the child
- Decide what challenging behaviours occur that would ideally decrease
- Select and define one challenging behaviour to address initially
- Decide what desirable behaviours occur that would ideally increase
- Select and define one desirable behaviour (usually a social behaviour) to increase

Forms to assist: 12, 1, Fig. 3.2

STEP 2: collect "before intervention" data and start an assessment process

At the meeting:

- Decide whether to use a behaviour rating scale or frequency counts for measuring the extent of the selected behaviours
- If using a behaviour rating scale, agree on the scaling
- Decide who will collect the measurement data
- Decide when the data will be collected and where it will be stored
- Team members familiar with the classroom activities receive: (1) copies of a section from the book on classroom wide practices (pp. 103 – 109) (2) the form "classroom profile of challenging behaviour" and (3) the "classroom-wide practices assessment" form

Forms to assist: 3, 4 and figs. 4.5, 5.1 & 5.2

Before the next meeting:

- Take measurement data and store them as agreed
- Someone collects the measurement data at the end of the week, summarizes them and brings them to the next meeting
- Those who received classroom-related material read it, complete the forms and bring them to the next session

Form to assist the person summarizing the data: 2

STEP 3: develop understanding of behaviour and plan accordingly - stage 1

At the meeting:

- Share and discuss the completed classroom-related forms
- Agree on classroom-wide interventions to focus on the next week

Before the next meeting:

- Implement classroom-wide interventions as agreed
- Continue to collect and store measurement data as agreed
- Someone collects the measurement data at the end of the week and summarises them

STEP 4: develop understanding of behaviour and plan accordingly – stage 2

At the meeting:

- Review the past week's measurement data and compare to the previous week's data
- If there has been considerable improvement in the identified behaviour, the team may wish to implement the classroom-wide practices for another week and see whether this is sufficient intervention.
- If the identified problem-behaviour is persisting at the same or greater level, team members receive new assessments forms. Each school-based team member receives three "functional behavioural asses" assessment checklists" (one for each of prevent, teach and reinforce). Forms to assist: 5, 6, 7; from family book for caregivers forms 4, 5, 6

Before the next meeting:

- Continue with classroom-wide practices as agreed
- Continue with measuring as before
- Someone collects the measurement data and summarises them
- Everyone completes their forms and brings them to the next meeting

STEP 5: develop understanding of behaviour and plan accordingly – stage 3

At the meeting:

- Review measurement data
 - If school-wide practices have continued to be sufficient, move straight to bullet one of 6 point below
 - Share completed form responses with one another and consider together what might be (1) associated with high and low probabilities of the challenging behaviour occurring, (2) the purpose or function of the challenging behaviour, (3) the typical events that follow the challenging behaviours, and (4) what might be used in the intervention stage to reinforce positive behaviour.
 - Agree on individualized strategies, using the "menu of intervention strategies" provided
- Form to assist: 8, 9, 10, Fig. 5.7 & 6.3

Before the next meeting:

- Continue to measure while implementing agreed individualized strategies

STEP 6: Monitor whether progress is being made and plan accordingly

- If progress has been made, work out how to ensure is continues and consider choosing a new challenging behaviour to focus on (following the above process)
- If progress hasn't been satisfactory:
 - Decide whether the plan has been implemented as intended
 - Decide whether the "reinforcers" are working
 - Reconsider the functions of the challenging behaviour
 - Agree on new strategies

Form to assist assessment of fidelity to overall program: 11

Ministry of Education was advised this morning 7 March 2018 at 8:37am by [REDACTED]
[REDACTED]

An incident occurred Tuesday 6 March 2018 approximately 9:30am at ABC Rotorua Sunset (45013). Three 4-5 year old [REDACTED] escaped through a fire exit gate. One of the [REDACTED] used one of the three tricycles to elevate [REDACTED] up to the locking mechanism and opened the gate. They then proceeded on their tricycles from Pedlar St towards Sunset Rd and in front of the centre. The children were spotted by a member of the public who alerted a staff member who then called for assistance from other staff. The children pedalled faster to get away from the adults and made it to the corner of Edmund Rd where they caught and returned to the centre.

A roll check was completed to ensure no other children were missing from the premises [REDACTED] was notified immediately and a full investigation was undertaken. The fire exit gate was locked immediately.

It was identified on investigation that staff supervision was diverted by a child with complex behavioural issues. The child had an outburst towards the reliever who was also supervising the outside play space. The diversion timeframe was estimated to be between 2-5 minutes.

2:30pm Rotorua Lakes Council Building Compliancy Officer [REDACTED] arrived at the centre. The Council was alerted by a member of the public of children escaping from the service. A full building warrant of fitness was conducted and was found to be fully compliant.

The parents of the three children were notified and spoken to by the centre manager in a meeting. All three parents were satisfied with the health and safety mitigations the service had put in place.

The service is licensed for 65 children including 15 under two year olds. There were seven teachers on the floor at the time of the incident in the 3-5 year old space. 41 children were present.

Received copies of statements from staff that were present.

Mitigation:

The means of escape has been locked and will be removed and fenced off immediately. The [REDACTED] will send a photo once completed. The service will utilise another exit as the new evacuation escape route which has two gates to exit the service. This will be covered in an internal review.

Remove any supervision barriers so staff have full view of children.

PLD on supervision will be conducted and discussion with Learning Support as the service has three children with additional learning needs.

Road safety will be introduced into the curriculum.

District Manager escalating incident to Best Start National Office who will contact WorkSafe.

All information was freely provided. Both Early Learning Senior Advisors Aroha Hicks and Gina Royal believe the service and staff have taken all measures seriously to ensure the incident does not occur again. That the health and safety of all children enrolled and attending is paramount. Parents will continue to be notified on the mitigation.

Decision to take a non-regulatory approach.

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Licence Status Management

LSM: ABC Rotorua Sunset: Licence Status Management, Service Number: 45013, ID#1102280.

☐ ☐

• Action

0. Breach
Logged,
Awaiting
Decision

Status: Completed
Lodged By: Hicks, Aroha
Last Changed By: Hicks, Aroha
Start Date: 8-Mar-2018 8:32 AM

ID: 1102280
Date Lodged: 8-Mar-2018 8:34 AM
Date Changed: 6-Apr-2018 11:49 AM
Category: Early Childhood

1. Under Peer
Review

Customer Details

Name: • ABC Rotorua Sunset (Initial Contact)

2. At National
Office for
review

Organisation: Contact Extensions: Facility

Physical: Email:

3. Peer review
completed

ECA No: Fax:

Phone (DDI): Phone (Home):

4. Awaiting
approval

Cellphone: ProviderID:

5. Monitoring
the non-
compliance

Service Details

Service Number: 45013

Local Office: Rotorua Office

Regulation Year: 2008

Service Provision: Teacher Led

Licence Class: All Day

Licence Status at Time of Breach: Full

Service Type: Education & Care

Date Received: 7-Mar-2018

Service Information: ABC Rotorua Sunset is owned and operated by Best Start. The service is licensed for 65 children including 15 under two year olds.

6. Completed

Details of Situation

Type: Other

Situation Overview: Tuesday 6 March 2018 three children aged between four and five managed to escape from an outside playground of their centre through a fire exit gate. The gate is 1700 mm high with a locking mechanism on top that would be 25 mm higher.

One of the children, [REDACTED] used a tricycle to assist [REDACTED] to climb the gate to the lock and opened it. The three then left the service unknowingly on tricycles. The two teachers supervising the outdoor space were distracted by a child with additional needs who was having an outburst allowing the three to escape without detection.

The three travelled along Pedlar St to the corner and on to Sunset Rd where they were spotted by a member of the public. The teachers were alerted by this person. The three fled on the trikes once they were detected and were stopped by another member of the public on the corner of Edmund and Sunset Rd.

[Click here to access the Guide to Severity](#)

Severity of Current Situation: High

Previous History of Non-Compliance: No

Details of Previous History:

NA

Initial Follow-Up Details:

The Ministry was informed by a phone call received 8:30 am the following morning 7 March 2018 by the [REDACTED]

[REDACTED] advised that the children were returned to the centre, and that once they detected the three were missing children were gathered indoors for a roll call.

The parents of the children were advised by a phone call and met with the District Manager, Centre Manager and Head Teacher. The parents were informed fully of the incident details and the measures that would be set in place so this would never happen again.

Commitment to Address Issues:

A full investigation report will be sent to the Ministry shortly.

After the roll call was conducted and the children were returned to the centre the fire exit was locked. The decision was made to change the fire exit to another exit that consisted of two exit gates. The gate used to escape will be removed and fully fenced.

Learning support have offered Supervision PLD for the teachers. The Head Teachers are aware that they should've called for back up support as there were 5 staff indoors.

Ministry will be monitoring the service over the next 3 months.

Impact on Participation:

A review of supervision and supervision roster will occur. Copies to be sent to the Ministry.

No impact on participation even though the incident received media coverage.

Best Start Managers and Head Teachers provided support to all parents this morning and answered any questions and concerns they may have had. The three children returned to the centre the very next day.

ERO

ERO History: Latest ERO review occurred in Jan 2018. Service was well placed with the next ERO review in three years.

ERO Key Findings:

Secondary Decision: X

Risk Assessment

Initial assessment of the service's ability to mitigate the risk to children.

Health & Safety Risk Mitigation:

Remove gate and fully fence off the gap. Move the fire exit to another suitable area that has two gates to exit.

Ensure the relieving teachers have PLD in supervision.

Learning support also providing PLD in supervision for the staff.

Curriculum Risk Mitigation:

Safety will be added to the curriculum programme.

Governance & Management Risk Mitigation: A full review and of visibility for supervising the area, including staff ratios.

Premises and Facilities Risk Mitigation:

Removal of fire exit gate. Photo to be sent once the gate has been removed.

Service to apply for a new fire evacuation scheme due to change in fire exit. This will probably take up to 8 weeks to be

processed.

Risk Effectively Mitigated:

No

Intervention Assessment (Click on "New..." button to create a regulation breach)

Remember to SAVE this LSM after adding EACH breach. Click on ICON/PICTURE not the link to see Breach

Create Regulation/Criteria Breaches:

<u>Regulation and/or Criteria Breached</u>	<u>Recommendation</u>	<u>Expected Compliance Date</u>	<u>Condition to be Met</u>
<input type="checkbox"/> <u>Reg 45</u> <u>PF13:</u> <u>Premises</u> <u>and facilities:</u> <u>CENTRE</u>	Regulatory	30-Apr-2018	To remove the existing fire exit gate and fence off to ensure children cannot leave the premise without the knowledge of adults providing education and care.
<input type="checkbox"/> <u>Reg 46:</u> <u>Health and</u> <u>Safety</u> <u>Practices</u> <u>Standard:</u> <u>GENERAL</u>	Regulatory	30-Apr-2018	The service has a robust supervision plan and roster to ensure the good health and safety of children attending.

Intervention Recommendation

[Click here to view the Decision Making Flow Chart](#)Recommendation: RegulatoryIntervention Type: Written Response Requested

Instruction: Clearly outline below the decision to Written Response Requested

Rationale of Decision: Management of Best Start and staff of the service acted quickly to ensure no other children could escape through the gate by locking it and moving the fire exit to another gate that is more visible to staff. The parents were satisfied with the measures put in place. The children involved in the incident continue to attend the service.

The gate will be removed as soon as possible and fenced off.

Licence Issue Date: 19-Mar-2018

Monitoring

Action/Development Plan Required: ☒

Action/Development Plan Developed: Plan to send through photo once the gate has been removed and a full copy of the investigation report to be sent to the Ministry once the investigation is completed.

Copy of the approved fire evacuation scheme.

Action/Development Plan Received:

SELO Support:

No

Evidence Submitted:

Photo evidence and documentation of accounts are attached in the file note #51540.

Extension of Breach Compliance Date(s)
 Reasons Non-Compliance not Remedied:
 Efforts to Address Non-Compliance:
 Likelihood of Extension Being Met:
 Detail Recommendation on Extension:

Suspensions and Cancellations

Search by Regulation, Criteria, Description or Service Type. Click for full regulaiton list

Suspended/Cancelled Under Regulation:

Suspension/Cancellation Effective Date:

Additional Comments:

Breach Reminders (Click on "New..." to create a Breach Reminder)

Create a Breach Reminder:

Related Enquiry Logs, File Notes & LSMs

Related Enquiry Logs: Description Caller Issue
 No records to display.

Related File Notes:

<u>Description</u>	<u>Actions Taken</u>	<u>Details of issue and troubleshooting steps taken</u>	<u>Complaint?</u>
<input type="checkbox"/> File Note: (Unknown); Safety and Wellbeing #51540	Called three children managed to get out of a 'closed' gate by standing on a bike and Provider opening the locking mechanism then Contact riding their bikes approximately 10 metres along the footpath before staff and member of the public intervened.		(Unspecified)

Related LSMs: Description Licence Status at Time of Breach Recommendation
 No records to display.

Related ECE Complaints: Description Date Received at MOE Decision Summary
 No records to display.

Attachments

Attachments	Title Attached	Date Attached	By
<input type="checkbox"/>	ABC Rot Sunset - new fire exit (1).jpg	06-Apr-2018 11:49 AM	Hicks, Aroha
<input type="checkbox"/>	Fire Exit and Drill (1).pdf	06-Apr-2018 11:49 AM	Hicks, Aroha
<input type="checkbox"/>	Fire Exit Gate Removed (1).jpg	06-Apr-2018 11:49 AM	Hicks, Aroha
<input type="checkbox"/>	IDP's (1).pdf	06-Apr-2018 11:49 AM	Hicks, Aroha
<input type="checkbox"/>	Teacher and Relievers Feedback (1).pdf	06-Apr-2018 11:49 AM	Hicks, Aroha
<input type="checkbox"/>			

Related Items

Create Similar Workflow...

Type:

No related items found.

Assignment

Urgency:

Action Officer: Hicks, Aroha

Escalation 1: ECE - Information Mailbox (Group)

Escalation 2: Ramsay, Merle
 Escalation 3:
 Also Notify: Brouwer, Jacqui - Parker, Graham - Royal, Gina
 Calendar Profile: Weekday, 8am-5pm

Current State: 6. Completed

Action Log

State	Actual Date	Logged By	Details	Collapse All Expand All
0	8-Mar-2018 8:32 AM	<u>Hicks, Aroha</u>	<i>Workflow added, assigned to Hicks, Aroha</i>	
0	9-Mar-2018 7:46 AM	<u>Hicks, Aroha</u>	<p><i>Note added</i></p> <p>Yesterday 8 March 8:00 am phoned the centre to check how the staff and children were doing. Spoke with the Best Start District Manager who said all Head Teacher were available to speak to parents if they had concerns. Extra support staff were onboard as well as two from Best Start Management.</p> <p>The three children continue to attend the service. The parents of the children have been offered support but all three are satisfied with what procedures that are going to be put in place immediately to address the issue.</p> <p>The Ministry's Learning Support team will be providing Supervision PLD to the entire staff.</p> <p>Best Start Management are managing media.</p> <p>The Ministry will be monitoring the service by visiting once a week for at least a month then move to fortnightly until satisfied that all breaches have been met.</p>	
0	9-Mar-2018 4:29 PM	<u>Hicks, Aroha</u>	<p><i>Progressed to 1. Under Peer Review, assigned to Macalister, Pixie</i></p> <p>Kia ora Pixie</p> <p>Thank you for agreeing to peer review my LSM. All documents and photos are attached to the file note.</p>	
1	9-Mar-2018 4:37 PM	<u>Macalister, Pixie</u>	<p><i>Progressed to 2. At National Office for review, assigned to ECE - Information Mailbox (Group)</i></p> <p>Kia ora Aroha, I agree with your recommendation to reclassify the licence to a Provisional status while the Service Provider puts in place new safety Fire exits and staff undertake supervision PD.</p>	
2	13-Mar-2018 8:59 AM	<u>Hicks, Aroha</u>	<p><i>Note added</i></p> <p>Contacted the [REDACTED] this morning for an update. The application for an approved evacuation scheme was completed online and submitted Thursday 8 March. In the meantime the service will continue to utilize the current fire exit gate until the scheme has been approved.</p> <p>The team have reviewed the supervision roster in the outdoor space but this will be reviewed again once the evacuation scheme has been approved.</p> <p>DM will send an update and progress report today.</p>	

2 13-Mar-2018 1:05 PM Hicks, Aroha

Note added

Contacted the [REDACTED] this morning for an update. The application for an approved evacuation scheme was completed online and submitted Thursday 8 March. In the meantime the service will continue to utilize the current fire exit gate until the evac scheme has been approved. The fire exit gate will be removed and fenced off.

The team have reviewed the supervision roster for the outdoor space but this will be reviewed again once the evacuation scheme has been approved. Staff have implemented child safety into their programme.

Service Manager Learning Support Arthur Manarangi is visiting the centre to discuss the PLD on offer Prevent, Teach, and Reinforce. DM will be applying for ESW hours through the Wright Family (Best Start).

Induction process for new relievers in progress.

DM will send an update and progress report.

2 13-Mar-2018 1:21 PM McClymont, Robyn *Progressed to 3. Peer review completed, assigned to Hicks, Aroha*

Kia ora Aroha, I agree with Issuing a provisional licence, however you need to update the Intervention type to provisional licence as it currently says Written Response Required. Some comments on the breaches:

- I recommend you put reg 46(1)(a) as a breach which talks about keeping children safe. I'm suggesting this as there is not a supervision criteria we can tie this to.
- HS4 - I don't think this is a breach as the service had an approved evacuation scheme at the time of the incident. The fact children escaped isn't related to the evacuation scheme.
- HS7 - Don't think this is a breach because the service is using the current fire gate (which has an approved evacuation procedure) until the new evacuation procedure is approved.
- HS12 - we might be pushing it to say this is a breach as it wasn't a fixed piece of play equipment that was used to escape ie the children pushed the tricycle over. The issue is the lack of supervision.
- GMA7 - once again we might be stretching to breach this. Teachers dealing with a child is not a breach of our regulations. The issue again is that there were not enough teachers to supervise the outside area while this was occurring. I think this is covered off by adding reg 46(1)(a) as a breach.

Hope this helps.

3 13-Mar-2018 3:33 PM Gillies, Anna

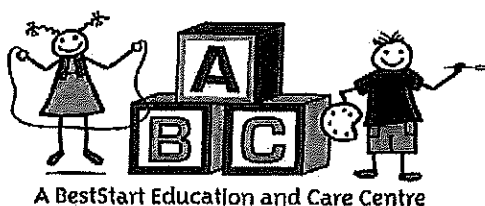
Note added

Sorry I forgot to mention some things. In the Risk Assessment section please make it clear what mitigation is in place until the gate is removed and replaced with a fence ie extra supervision?

Rationale of decision in the Intervention Recommendation section needs to say why it's appropriate to issue a provisional licence.

The photos of the proposed fire exit gate have bins that could be climbed and the fence has a horizontal piece of

- 3 13-Mar-2018 3:45 PM Hicks, Aroha
- timber that could be potentially climbed? - the service needs to look at these so children cannot leave without adult knowledge.
- Note added*
- Thanks Robyn
- Agree with our phone discussion that the services approved evacuation scheme was still compliant and the fire exit gate is still part of the approved evacuation scheme. Have removed HS4, 7, 12 and GMA7.
- 3 13-Mar-2018 3:50 PM Hicks, Aroha
- Progressed to 4. Awaiting approval, assigned to Ramsay, Merle*
- Kia ora Merle,
- Could you please approve the LSM so we can progress to issue the provisional licence with two breaches and move to monitoring the service.
- 4 15-Mar-2018 3:43 PM Ramsay, Merle
- Progressed to 5. Monitoring the non-compliance, assigned to Hicks, Aroha*
- Approved, Aroha
- 5 6-Apr-2018 11:35 AM Hicks, Aroha
- Progressed to 6. Completed, assigned to Hicks, Aroha*
- Both Non-compliances remedied. Visited the service today.
- Provider has moved and closed off old fire exit. New fire exit is operating well with the fire drills carried out with children. Documentation received.
- Teachers are satisfied from their feedback, with their reviewed supervision plan. Good communication occurring between indoor and outdoor teachers. All are feeling supported.
- The provider has been successful with their application to the Wright Foundation for a teacher aide to support those children with additional needs. Teachers aide is employed for 30 hrs per week. Autism NZ has also engaged with the service supporting the teaching with engagement strategies.
- Uploaded documentation received.



ABC Rotorua Sunset

177 Sunset Road

Rotorua

3015

29/03/2018

RE: Teacher Aide Centre Support Application

To The Wright Foundation,

On behalf of the staff, children and whanau of ABC Rotorua Sunset I would like to apply for a teacher aide for our centre. We are licenced for 65 children and offer three rooms over three separate buildings to cater for our children. We require a teacher aide for 6.5 hours per day, Monday – Friday to support us with the high number of children with complex needs attending our service.

Our centre location means we work alongside a high percentage of vulnerable families. We currently use a participation vehicle to transport children to and from our centre. If we were unable to have a participation vehicle or make childcare affordable for our whanau by way of offering deals, we would be unable to fill our centre and a high number of our vulnerable children would not have access to an early education. A small number of our families are currently in emergency housing situations, and around 8% of our children are in the custody of either extended family members or Oranga Tamariki associates.

We have a strong team that refuses to give up on our children. There are high levels and feelings of stress due to the budgeted number of teachers we are able to accommodate each day. The layout of our premises particularly our outdoor grounds in our preschool room can present challenges to dealing with children with complex needs. We do the best we can to ensure these areas are adequately supervised but find the extra person we need and are applying for is unavailable to support our teachers when an incident arises. We find that this unavailability of an extra support person is continuing to compromise the safety of both our staff and children.

ABC Rotorua Sunset urgently require the support of a teacher aide as it can often take 20 minutes of one-on-one interactions to support a child whom requires additional support – thus leaving that teacher unavailable to meet the needs of the other children attending the service. We have made multiple referrals to Special Education to access support for our children's complex needs but find this to be an extremely long wait from the time the referral is made to when the support is given. A

recent report of concern has also been made to Oranga Tamariki concerning one of our children with complex needs.

Recently on March 6th 2018 three children unlatched a fire exit and left the ABC Rotorua Sunset premises. At the time this incident occurred a child with complex needs had attacked a reliever with a piece of wood from the carpentry area. This took the attention away from the other children and thus a serious incident occurred. This became a national news story and was both an emotional and highly stressful time for our team, whom were simply attempting to meet the complex needs of a child at the time this incident occurred.

We have had teachers and children whom are physically hurt, resources within our learning spaces continually damaged, and regular parent concerns regarding the safety and well-being of their children due to the complex needs of these children. We are depending on the allocation of a teacher aide to support our team in providing the best possible learning outcomes for our children.

Please find attached a 'Teacher Aide Centre Support application', our children's individual development plans, and a map of the layout of our Preschool room.

The team at ABC Rotorua Sunset look forward to hearing from you in due course.

Thank you for considering our application.

Kind Regards,

A handwritten signature in black ink, appearing to be a cursive 'S' followed by a horizontal line.

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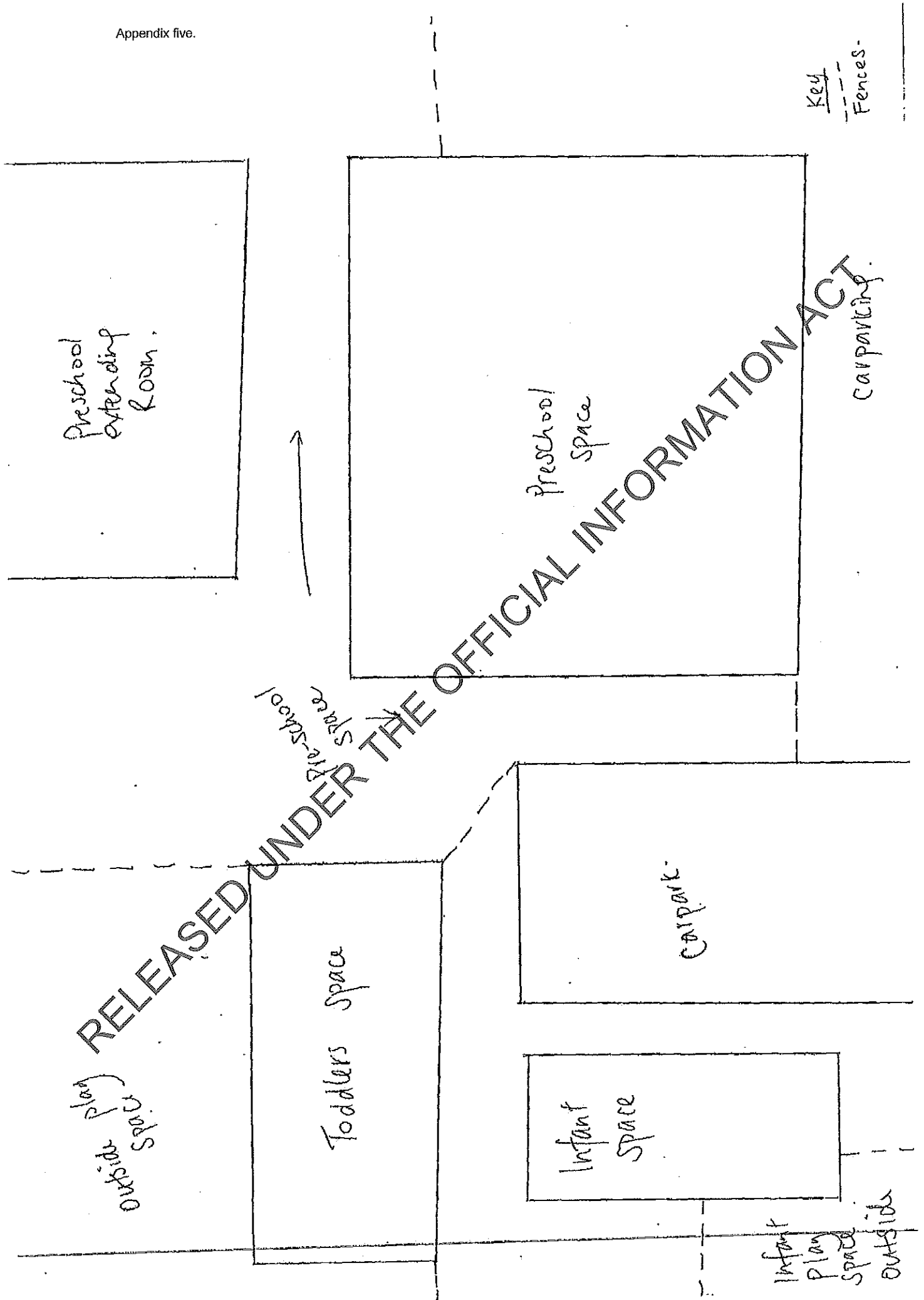
Teacher Aide Centre Support Application



*Centre Name ABC Rotorua Sunset

Application Date 28 / 03 / 2018

Child First Name	Family Name	Age (Years-Months)	Enrolled Hours pw	Individual Plan (IP)	Referral To MoE	MoE ESWS Hours	Application Type (Circle)	Parent / Caregiver Notified	Comments*
[REDACTED]	[REDACTED]	[REDACTED]	30	✓	✓	N/A	New Renew Not Require	Yes No	Concerns around speech language and communication, he does have some language, however it is difficult to understand sometimes and often struggles to express language and understanding. Teachers try hard to communicate trying various strategies and ways to support his understanding. We currently try hard to talk slower and get down to his level, and give examples of what we or he may be trying to say or do. He can get very frustrated when he is not understood and when he cannot understand others at times resulting in consistent crying.
[REDACTED]	[REDACTED]	[REDACTED]	30	✓	X	N/A	New Renew Not Require	Yes No	Concerns around speech language and communication, he does have some language, however finds it difficult to express what he needs to and at times, it appears as if he chooses. We currently talk slower and get down to his level, he can become frustrated when not understood properly or when he cannot understand others. Can show aggression toward other children. He currently uses many small words, and can be repetitive with words and sentences with encouragement.
[REDACTED]	[REDACTED]	[REDACTED]	32.5	✓		N/A	New Renew Not Require	Yes No	[REDACTED] shows extreme levels of anger and acts of aggression toward children, teachers and the environment. He is throwing chairs around the room when he is angry and intentionally attempting to destroy resources including attempts to break glass windows and doors. Children are in fear of [REDACTED] - we have concerns around his relationships with other children. He does not make friends easily and when children see him coming they move out of his path. He intimidates others using aggressive body language in an attempt to have control over other children and things. He regularly uses swearing in context when angry to speak to other children and teachers.



Teacher Aide Centre Support Application

									When he is upset he needs one-on-one due to the safety of everything and everyone around him and himself. He will attempt to climb fences to leave the centre. Notice of concern made to Oranga Tamariki. Not attending at present due to high level of risk presented to staff and children at centre. We are only able to have [REDACTED] in our centre if he has the one-on-one support available due to the centres safety concerns.					
								35	✓	✓	N/A	New Renew Not Require	Yes No	Speech and language concern – leading to biting other children frequently. When frustrated with other children she responds by biting. She comprehends some language, however at times she does need support to help her further understand what is being communicated. We currently try strategies such as getting down to her level, speaking clear and slowly, and use repetition where required.
								20	x	✓	N/A	New Renew Not Require	Yes No	Speech and language – uses lots of language throughout her day but very difficult to understand. Does not have an IDP – due to no complex behaviours presenting themselves as a result of her speech and language. Teachers repeat her words clearly and get down to her level when speaking to her.
								20	✓	x	N/A	New Renew Not Require	Yes No	Suspected ASD – has been referred to child development team due to age. He has very limited language there are only approx. half a dozen words he can say, however these are not in context. He becomes fixated on particular toys or objects. He does not eat or drink within the centre. At times he will sometimes drink his own bottle and his own personal food from home. He does not socialise easy, and can be very stand-offish towards others. It can take a considerable amount of time to build relationship with him. Mum is aware of these characteristics and is happy for any support available. She understands our efforts to try new and familiar strategies to support [REDACTED]

Teacher Aide Centre Support Application

30	✓	✓	N/A	New Renew Not Require	Yes No	<p>Behaviour – Aggressive towards teachers, staff and the environment. Often there is no trigger for the behaviour – sometimes it is for a reaction. Spits at others when angry and uses curse words in context when angry. Children often copy the language and behaviours of [REDACTED] as he is seen to be the “leader.”</p> <p>Children are often in fear of [REDACTED] and children do not often engage with him. This can also lead to negative behaviours.</p> <p>Concerns around the development of child’s speech and language. Uses a small amount of language unless prompted and the language used is unclear and often difficult to understand.</p> <p>We have a new behaviour plan in place where we are using strategies from our centre Positive Guidance Procedure and the Incredible Years model.</p>
30	✓	✓	Currently 8 hours per week split between [REDACTED] 4 hrs each	New Renew Not Require	Yes No	<p>ASD child. Currently receiving a few hours of support per week.</p> <p>Priority learner for one teacher’s inquiry.</p> <p>IDP developed by Special Education.</p>
30	✓	✓	Currently 8 hrs a week split between [REDACTED] 4 hrs each	New Renew Not Require	Yes No	<p>ASD child. Currently receiving a few hours of support per week.</p> <p>Priority learner for one teacher’s inquiry.</p> <p>IDP developed by Special Education – It was written with [REDACTED] in mind but is relevant for [REDACTED]. We use the same IDP for both children due to the similarity of behaviours.</p>
50	✓	✓	N/A	New Renew Not Require	Yes No	<p>Concerns around child safety. No concept of strangers. Tries to go home with other parents. Often cries if strangers do not take him with him. Unable to focus on activities or play for long periods of time.</p>

							Seeks adult attention constantly. Will climb fences or attempt to unlock doors if the opportunity presents itself.
							Currently remains in our toddler room due until a plan is implemented.
							Aggressive toward other children and the environment. It is difficult to often identify the trigger.
							He throws objects or physically hurts any child whom is in close proximity. Children try to engage with [REDACTED] and he often responds in an act of physical aggression. Inconsolable at times when he is feeling emotions of anger or frustration.
							When he is playing with other children positively this usually ends up in a negative interaction with Rydah hurting the other child.
							Currently in the care of Oranga Tamariki.
							Struggles with self-regulation – can show high levels of anger and frustration toward himself and the environment. This results in swearing and crying for prolonged periods of time.
							Self-regulation and aggression toward environment. Throws resources around the room or pulls resources from shelving in an act of frustration. Triggers include children not providing him with the resources he wants.
							Hides from teachers. [REDACTED] recently opened our fire exit gate and exited the premises. Takes centre resources or other children's belongings without asking and hides them in her bag. Can show aggression toward other children – either hitting or scratching.
							In the care of foster parents whom have voiced their concerns with the centre regarding the same behaviours at home, including prolonged tantrums.
							Self-regulation. Regularly cries as a means of communication. Does not use words to communicate with other children despite attempts to encourage the use of. Is able to speak clearly with others.
							Concerns around speech/ language and his comprehension. Concerns for child's hearing have had vision & hearing and local nurse involved –

[illegible]

but have been unsuccessful with any outcomes. Teachers find it difficult to successfully engage with him – does not engage with other children. Often does not engage with any set activity or toy – often wanders around the centre. We believe he is developmentally behind for his age.

* Please note (1) status of MoE referral, (2) others working with the child in centre (nature of support, hours), (3) level of family engagement, (4) anything else you feel is important.

Additional information. Comment on (1) experience of staff and PLD that has supported their practice, (2) how the child/ren's learning, development, behaviour impacts on other children and staff, (3) any incidents, accidents, parent complaints relating to the child/ren, (4) other circumstances to consider for the application.

(1) ASD workshop – 2017

(2) Stressful working environment for teachers. Safety of staff and children often at risk due to compromised supervision because of the amount of one-on-one interactions required to support the above children in their learning environments. Children without complex needs miss out on quality interactions with teachers. Large portion of teaching is spent supporting the social competency of children.

(3) Permanent staff member has been punched in the face within the last month. Reliever has been attacked with a piece of wood. Staff regularly spat on and children regularly receiving injuries from other children. 6x parent concerns regarding their children's safety and their children being too "scared" to attend the centre due to the aggression of [REDACTED]. Recent incident at the centre on 6th March where 3 children escaped the premises due to staff being distracted by [REDACTED] physical aggression toward a teacher and the environment.

PSM Supported

(Name/Signature)

BM Supported

(e/Signature)

Behaviour we wish to support	Triggers: When & Why does this behaviour happen?	The positive or opposite behaviour	Strategies to support this	How will we know if this support is working?
1. Verbal communication. 2. Self-regulation.	<ul style="list-style-type: none"> Tired or hungry. Not wanting to share resources with other children. Other children taking resources that he is using. Frustrated or when he is not being understood due to his limited language. 	<ul style="list-style-type: none"> Uses words to express his feelings, needs or wants, with both children and teachers. Uses words to explain what is happening. Sharing resources and working with other children. Being able to calm himself down and stop himself from crying when he is feeling sad/frustrated. Asks a teacher for help when needed and a cuddle when he is feeling sad. 	1. Verbal communication: Encourage [redacted] to use words by repeating them. E.g. 'my turn', 'your turn', 'I'm using those' etc. <ul style="list-style-type: none"> Comment of [redacted] play to help model use of speech and familiarise words. Use positive praise to highlight sharing as/when [redacted] demonstrates it. Invite [redacted] where possible to work in small groups/with 1 or 2 children. Ensure teacher provides support to 	<ul style="list-style-type: none"> Evident through learning stories - will document more verbal communication, especially sharing, and his ability to identify his own emotions. Through [redacted] interactions with other children. We will see him sharing and/or taking turns with resources with limited teacher support, his language and communication will be clearer and more evident. [redacted] will be able to regulate his own emotions and calm himself down. [redacted] will be able to explain how he is feeling to his

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				teachers and other children.
			encourage and model sharing.	
			2. Self-regulation:	
			<ul style="list-style-type: none">• Give [redacted] opportunities to deal with his emotions and to be able to identify how he is feeling.• Use questioning to find out how [redacted] is feeling and what we can do to help him.	

Behaviour we wish to support	Triggers: When & Why does this behaviour happen?	The positive or opposite behaviour	Strategies to support this	How will we know if this support is working?
<ol style="list-style-type: none"> 1. Verbal communication. 2. Sometimes aggressive towards other children. 3. Self-regulation. 	<ul style="list-style-type: none"> • Tired or hungry. • Not wanting to share resources with other children. • Other children taking resources that he is using. • Frustrated or when he is not being understood due to his limited language. 	<ul style="list-style-type: none"> • Uses words to express his feelings, needs or wants, with both children and teachers. • Uses words to explain what is happening. • Using gentle hands when interacting with other children. • Sharing resources and working in small groups with other children. • Being able to calm himself down and stop himself from crying when he is feeling sad/frustrated. • Asks a teacher for help when needed and a cuddle when he is feeling sad. 	<ol style="list-style-type: none"> 1. Verbal communication: <ul style="list-style-type: none"> • Encourage [redacted] to use words by repeating them. E.g. 'my turn', 'your turn', 'I'm using those etc. • Comment of [redacted] play to help model use of speech and familiarise words. • Use positive praise to highlight sharing as/when [redacted] demonstrates it. • Invite [redacted] where possible to work in small groups/with 1 or 2 children. Ensure teacher provides support to 	<ul style="list-style-type: none"> • Evident through learning stories - will document more verbal communication, especially sharing, and his ability to identify his own emotions [redacted]. • Through interactions with other children. We will see him sharing and/or taking turns with resources with limited teacher support, his language and communication will be clearer and more evident. • [redacted] will be able to regulate his own emotions and calm himself down. • [redacted] will be able to explain how he is feeling to his

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				teachers and other children.
			<p>encourage and model sharing.</p> <p>2. Aggression:</p> <ul style="list-style-type: none"> • Explain simply how the other child is feeling. • Show [redacted] how the other child is feeling. • Model 'gentle hands' to [redacted] <p>3. Self-regulation:</p> <ul style="list-style-type: none"> • Give [redacted] opportunities, time and space to deal with his emotions. • Identify how [redacted] is feeling using words. • Use questioning to find out how [redacted] is feeling and to find out what we can do to help him. (Does he need a hug?) 	

Behaviour we wish to support	Triggers: When & Why does this behaviour happen?	The positive opposite or behaviour	Strategies to support this	How will we know if this support is working?
1. Swearing 2. Aggression toward other children and teachers. 3. Aggression toward the environment.	<ul style="list-style-type: none"> Sometimes there is no trigger. Other children in his line of path. During morning drop off. Teachers attempting to direct behaviour. When he is angry. 	<ul style="list-style-type: none"> Use gentle hands with other children. Kind words toward others. Accepting of the word "No." Sharing/ working with others. Looking after belongings - personal and centre. 	1. Swearing <ul style="list-style-type: none"> Provide [redacted] with alternative words to use whilst acknowledging his emotions. 2. Aggression toward other children. <ul style="list-style-type: none"> Explain how other child is feeling. Ask [redacted] why he hurt the other child? Explore [redacted]'s feelings. Give [redacted] an alternative option to deal with his emotions. Refer [redacted] to centre treaty. 3. As above <ul style="list-style-type: none"> Refer [redacted] to a quiet area of the room where he is able to calm down. [redacted] must then 	<ul style="list-style-type: none"> Evident through learning stories - will document more positive interactions and self-regulation. We are currently recording incidents throughout day to gain more information around triggers. Incidents will decline.

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			<p>clean up after himself.</p> <ul style="list-style-type: none"> Give him two choices. When you have finished tidying up, then you can go and play. If you choose not to tidy up, you will not be able to continue playing." <p>Positive reinforcements must be used throughout the day to address positive behaviour.</p>	

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Behaviour we wish to support	Triggers: When & Why does this behaviour happen?	The positive opposite or behaviour	Strategies to support this	How will we know if this support is working?
1. Biting	<ul style="list-style-type: none"> Barriers to communication due to speech and language. 	<ul style="list-style-type: none"> Positive interactions with other children. Using words to communicate and negotiate with other children. 	1. Biting <ul style="list-style-type: none"> Provide [redacted] with alternative words to use whilst acknowledging her emotions. Encourage [redacted] to repeat your words. Explain how the other child is feeling. Ask [redacted] why she hurt the other child? Explore [redacted] feelings. <p>Positive reinforcements must be used throughout the day to address positive behaviour.</p>	<ul style="list-style-type: none"> Evident through learning stories - will document more positive interactions and self-regulation. We are currently recording incidents throughout day to gain more information around triggers. Incidents will decline.

support	Does this behaviour happen?	the positive opposite or behaviour	Strategies to support this	How will we know if this support is working?
<p>Language and social development and support.</p> <ol style="list-style-type: none"> 1. [redacted] gets obsessed over an object even if another child has it. He will try to take object of other child. He will keep going until he gets it or other child seeks support from teacher or teacher intervenes. 2. Aggression towards others in the form of snatching, pushing, screaming and crying. 3. Occasionally bangs his head on wall out of frustration when he is upset or throws himself on the floor. 4. No language and very little or no social 	<ul style="list-style-type: none"> • At times when mum leaves • Anytime when [redacted] fixates on an object • When he doesn't want other children within his personal space • Other children touching what he is playing with. 	<ul style="list-style-type: none"> • 	<p>Positive reinforcements must be used throughout the day to address positive behaviour.</p> <ol style="list-style-type: none"> 1. Try to explain to [redacted] that other child is playing with toy (although he may not understand) support other child 2. Attempt to distract [redacted] with another toy 3. Remove [redacted] from area and resettle in another area. 	<ul style="list-style-type: none"> • Evident through learning stories

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<p>interaction with other children. He prefers to play by himself</p> <p>5. Very difficult to settle as it seems he does not want to be touched.</p>				
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Behaviour we wish to support	Triggers: When & Why does this behaviour happen?	The positive opposite or behaviour	Strategies to support this	How will we know if this support is working?
1. Swearing 2. Aggression toward other children. 3. Aggression toward the environment. 4. Spitting	<ul style="list-style-type: none"> Sometimes there is no trigger. Other children teasing him. During morning drop off. Not getting his way. 	<ul style="list-style-type: none"> Use gentle hands with other children. Kind words toward others. Accepting of the word "No." Sharing/ working with others. Looking after belongings - personal and centre. 	1. Swearing <ul style="list-style-type: none"> Provide [redacted] with alternative words to use whilst acknowledging his emotions. 2. Aggression toward other children. <ul style="list-style-type: none"> Explain how other child is feeling. Ask [redacted] why he hurt the other child? Explore [redacted] feelings. Give [redacted] an alternative option to deal with his emotions [redacted] to centre treaty. 3. As above <ul style="list-style-type: none"> Refer [redacted] to a quiet area of the room where he is able to calm down. 	<ul style="list-style-type: none"> Evident through learning stories - will document more positive interactions and self-regulation. We are currently recording incidents throughout day to gain more information around triggers. Incidents will decline.

2

				<ul style="list-style-type: none"> • must then clean up after himself. • Give him two choices. "When you have finished tidying up, then you can go and play. If you choose not to tidy up, you will not be able to continue playing." 4. Spitting <ul style="list-style-type: none"> • Explore emotions • Let [redacted] know spitting spreads germs. Find him a cloth and encourage him to clean up after himself. <p>Positive reinforcements must be used throughout the day to address positive behaviour.</p>
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Developed with [redacted] The [redacted] Early Intervention Plan
during a Routines Based Interview (RBI) on 17.10.2017, with Donna Taylor from Learning Support

Priority	The Goal	Comments
1. [redacted] will communicate his wants when he requests	[redacted] to assess [redacted] communication and to develop goals in collaboration with the family.	[redacted] to formally assess.
2. [redacted] will try new foods	[redacted] will take part in eating three new foods at mealtimes. We know this is happening when the family report he has tried, and consistently eaten, three new foods every week for 2 consecutive.	Donna and [redacted] to liaise for suggestions and ideas with family. <ul style="list-style-type: none">[redacted] heard back from hospital who programme not for children with ASD.Donna gave a coloured food sheet with food images so new foods could be selected close to preferred colour (brown) and texture.[redacted] will provide additional support ideas to [redacted] from the Feeding Manual.
3. [redacted] will sleep in bed on his own	[redacted] will take part in sleeping alone. We know this is happening when the family report [redacted] is able to go to sleep, and stay asleep in his own bed without the need for [redacted] to sleep with him for 10 consecutive nights.	Donna to give suggestions re: night terrors.
Discussion <ul style="list-style-type: none">[redacted] is waking from night terrors.[redacted] is sleeping all night.Family are happy but welcome suggestions.[redacted] felt this was not a high priority goal.	This goal has been changed to be centred more around [redacted] who is waking from night terrors.	
4. [redacted] will eat from his lunchbox at [redacted] kindly	[redacted] will take part in eating his lunch at kindly. We know this is happening when teachers and family report he is eating half of his lunchbox items for 3 out of 5 days.	Donna to liaise with teachers and family for suggested strategies.

2

Discussion

- [REDACTED] is coming to Kindy later as having a sleep at home before arriving.
- [REDACTED] eats lunch at home at 1.15.
- Teachers report he is eating from his lunchbox.

5. Respite care and Child Disability Allowance

The family will consider applying for the Disability Allowance and Respite care.

Services to liaise with family for respite care and Child Disability Allowance and process.

- NASC form completed by [REDACTED]
- [REDACTED] reports that the family will be given the Report on the ADOS screening which will have the suggestion of the family applying for the Child Disability Allowance.
- Donna dropped off to home the Child Disability Allowance application - 2-11-17
- [REDACTED] and Donna to apply for ORS funding
- [REDACTED] to decide on school

6. Transition to school

Donna and [REDACTED] will work with the family, ece and school in the transition to school process.

7. [REDACTED] will play appropriately with others

[REDACTED] will take part in learning to turn-take. We know this is happening when he is able to turn-take with a play partner for 3 consecutive rounds.

Discussion

- [REDACTED] spends time playing with [REDACTED] and [REDACTED] at the centre.
- 8. [REDACTED] will stop using his dummy during the day

[REDACTED] will take part in not needing his dummy during the day. We know this is happening when [REDACTED] report he is only needing it to sleep with at night.

What is Happening:

- [REDACTED] would like visits and meetings to be done by email –
- [REDACTED] is riding his bike at home.
- [REDACTED] is on the bike and trailer with others at the centre.

Donna and [REDACTED] to liaise with family and teachers regarding support strategies.

[REDACTED] to collaborate together for consistency.

3

- reports [REDACTED] is doing stuff learnt at kindy at home.
- [REDACTED] is self-regulating. Will take himself off to calm down.
- [REDACTED] comes over from the infant centre at 3 pm when the group size is down to 20 children.
- reports [REDACTED] is learning a lot from his education apps.
- Donna dropped off to home (2.11.17) form for free entry to the aquatics for [REDACTED] and one caregiver. Family to complete process directly with the Aquatic centre.

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Behaviour we wish to support	Triggers: When & Why does this behaviour happen?	The positive opposite or behaviour	Strategies to support this	How will we know if this support is working?
<ol style="list-style-type: none"> 1. Tries to leave centre with other parents 2. Displays no fears eg towards strangers, insect, animals, environments. 3. Unable to focus on an activity 4. Seeks adult attention 	<ul style="list-style-type: none"> • No negative behaviour displayed 	<ul style="list-style-type: none"> • 	<p>Positive reinforcements must be used throughout the day to address positive behaviour.</p> <ol style="list-style-type: none"> 1. Try to get [redacted] engaged or capture his attention on an activity. 2. Give [redacted] positive attention and praise when he helps others and shows caring affection towards others. 3. When [redacted] is engaged in an activity praise even if it's only been for a short time. 4. Reinforce "You go home with mum" - 5. Monitor exterior doors at all times. 	<ul style="list-style-type: none"> • Evident through learning stories sustained focus on an activity

Behaviour we wish to support	Triggers: When & Why does this behaviour happen?	The positive opposite or behaviour	Strategies to support this	How will we know if this support is working?
1. Aggression toward others.	<ul style="list-style-type: none"> • Tone of voice • Not getting his own way • Hungry • Tired 	<ul style="list-style-type: none"> • Use gentle hands with other children. • Talking to his peers about how he is feeling or what he needs. 	<p>1. Aggression toward other children.</p> <ul style="list-style-type: none"> • Explain how other child is feeling • Explore feelings. Ask why he has hurt his friend? • Quiet space within learning environment to think • Give an alternative option to deal with his emotions • Redirect to a new activity and support him in settling in • Refer to centre treaty. <p>Positive reinforcements must be used throughout the day to address positive behaviour.</p>	<ul style="list-style-type: none"> • Evident through learning stories - will document more positive interactions especially communication with other children and an ability to self-regulate. • We are currently recording incidents throughout day to gain more information around triggers. Incidents will decline.

Behaviour we wish to support	Triggers: When & Why does this behaviour happen?	The positive opposite or behaviour	Strategies to support this	How will we know if this support is working?
1. Self-Regulation - Swearing - Anger	<ul style="list-style-type: none"> • [REDACTED] has a strong interest in construction - frustration when children bust his work. • Not getting his own way. • Personal needs have not been met. E.g hungry. 	<ul style="list-style-type: none"> • Using words to communicate his feelings to both his teachers and peers. 	1. Anger & Swearing <ul style="list-style-type: none"> • Provide [REDACTED] with alternative words to use whilst acknowledging his emotions. • Let [REDACTED] know what you are going to do to support him. E.g. bringing a child back to help him remake his busted work. • Identify solutions. Give [REDACTED] two choices. • Positive reinforcements must be used throughout the day to address positive behaviour. 	<ul style="list-style-type: none"> • Evident through learning stories - will document more positive interactions and self-regulation. • We are currently recording incidents throughout day to gain more information around triggers. Incidents will decline. • Collaborative play is occurring - sharing and problem solving skills are evident.

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Behaviour we wish to support	Triggers: When & Why does this behaviour happen?	The positive opposite or behaviour	Strategies to support this	How will we know if this support is working?
1. Aggression (Anger) toward environment.	<ul style="list-style-type: none"> Not getting his own way Unwilling to share resources with others or when he wants something someone else has. 	<ul style="list-style-type: none"> Talking to his peers about how he is feeling or what he needs. Happy interactions with other children. Cares for environment. 	1. Aggression toward environment. <ul style="list-style-type: none"> Explain how we feel when our environment is not looked after. Explore feelings. Let know it is OK to feel angry. Give alternative options to deal with his problem. Refer to centre treaty. Positive reinforcements must be used throughout the day to address positive behaviour.	<ul style="list-style-type: none"> Evident through learning stories – will document more positive interactions especially collaborative play (sharing and problem-solving) an ability to identify his emotions with others. We are currently recording incidents throughout day to gain more information around triggers. Incidents will decline.

Behaviour we wish to support	Triggers: When & Why does this behaviour happen?	The positive opposite or behaviour	Strategies to support this	How will we know if this support is working?
1. Aggression towards others e.g. Hitting & Scratching 2. Hiding from teachers 3. Taking resources and belongings of other children & hiding them in her bag	<ul style="list-style-type: none"> Not getting her own way When she is tired Unwilling to share resources with others or when he wants something someone else has. Asked to do something she doesn't want to do e.g. sharing Hiding from responsibility She will hide resources that she likes 	<ul style="list-style-type: none"> Self-regulation <ul style="list-style-type: none"> Using her words Using gentle hands Share ideas/seek help with confidence Taking care of belongings <ul style="list-style-type: none"> Keep them at centre Returning items to where they belong 	1. Talk about emotions she maybe feeling as well as the feelings of others <ul style="list-style-type: none"> Calming tools Taking deep breaths Quiet safe spaces 2. Responsibility <ul style="list-style-type: none"> (Not in terms of leadership) Asking her to help show us where resources belong Spray bottle & cloth to clean the tables/art easels 2. Explain further about safe places <ul style="list-style-type: none"> What could happen Give her a quiet safe place alternative Positive reinforcements must be used throughout the day to address positive behaviour.	<ul style="list-style-type: none"> Evident through learning stories - will document more positive interactions 1. Self-regulation without aggression <ul style="list-style-type: none"> Uses words during frustrating situations 2. Expresses ideas on her own 3. Belongings stay at the centre <ul style="list-style-type: none"> No longer have to check her bag

Behaviour we wish to support	Triggers: When & Why does this behaviour happen?	The positive opposite or behaviour	Strategies to support this	How will we know if this support is working?
<ul style="list-style-type: none"> Struggles to self-regulate and articulate feelings/requests and wants, when she is having difficulty with communication. 	<ol style="list-style-type: none"> Something does not go the way she had liked Frustration when trying to say something and when others do not understand Very tired 	<ol style="list-style-type: none"> Sharing and engaging positively with others Articulate how she feels to her teachers and peers Understanding her own body clock. Accepting when she is tired. 	<ul style="list-style-type: none"> 1. Encouraging sharing through planned and spontaneous group opportunities Turn-taking Problem-solving Modelled and supported with words she can use in situations for sharing and social environments 2. Talk about feelings Model different feelings Model and engage in self-calming tools e.g. emotions, breathing, quiet place <p>Positive reinforcements must be used throughout the day to address positive behaviour.</p>	<ul style="list-style-type: none"> Evident through learning stories, where she is happy and engaging in all areas of learning. Expresses her feelings and emotions openly to teachers and peers Takes time to calm herself before continuing to communicate

A [REDACTED]

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Behaviour we wish to support	Triggers: When & Why does this behaviour happen?	The positive opposite or behaviour	Strategies to support this	How will we know if this support is working?
<p>1. [redacted] gets emotionally upset when he is unable to communicate his needs or wants.</p> <p>2. [redacted] displays mild aggression towards his peers by slightly pushing other child or tap punching them to get his way.</p> <p>Language development</p>	<ul style="list-style-type: none"> When he wants something from another child. He is unable to communicate with words to express his wants. Instead he will attempt to snatch the item of the other child if this does not work for him he will then push or hit. When the other child does not give [redacted] what he wants then [redacted] will grizzle and cry and seek support from [redacted] teacher to get the toy of the other child. 	<ul style="list-style-type: none"> Encourage [redacted] to use his words eg "my turn" 	<p>Positive reinforcements must be used throughout the day to address positive behaviour.</p> <ol style="list-style-type: none"> 1. Correct behaviour straight away. Take [redacted] back to upset child and explain to him it's not his turn and that other child is sad (explaining feelings of other child) 2. Encourage and display gentle hands by lightly stroking [redacted]'s arm. 3. Encourage and give [redacted] the words he needs to use eg "my turn" 4. Wait with [redacted] and support him as he attempts to negotiate with other child. 5. Praise [redacted] for [redacted] 	<ul style="list-style-type: none"> Evident through learning stories - will document more positive interactions especially collaborative play (sharing and problem-solving) an ability to identify his emotions with others.

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7

using his words

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