



Better Public Services: Supporting vulnerable children [archived]

1 May 2018: The Government announced in January 2018 that the Better Public Services programme would not continue in this form. These pages have been archived.



Result 2: Increase participation in early childhood education (</resources/bps-supporting-vulnerable-children/#result2>)

Result 3: Increase infant immunisation rates (</resources/bps-supporting-vulnerable-children/#result3>) and reduce the incidence of rheumatic fever (</resources/bps-supporting-vulnerable-children/#rheumatic>)

Result 4: Reduce the number of assaults on children (</resources/bps-supporting-vulnerable-children/#result4>)

Why are these important for New Zealand?

We know there is a link between early childhood experiences and adult mental health, drug and alcohol abuse, poor educational outcomes and unemployment. Too many children are at risk of poor outcomes because they do not get the early support they need.

The human and financial costs of not facing up to these challenges are too high. We know that remedial spending is often less effective, and more costly, than getting it right the first time. For example, treating rheumatic fever alone costs an estimated \$40 million a year in New Zealand.

Early intervention brings benefits in terms of reduced imprisonment and arrest rates, higher employment and higher earnings later in life. By doing better for vulnerable children, we could set them on a pathway to a positive future, and help build a more productive and competitive economy for all New Zealanders

How will we know we are achieving these results?

The Government's targets for supporting vulnerable children:

Result 2: Increase participation in early childhood education

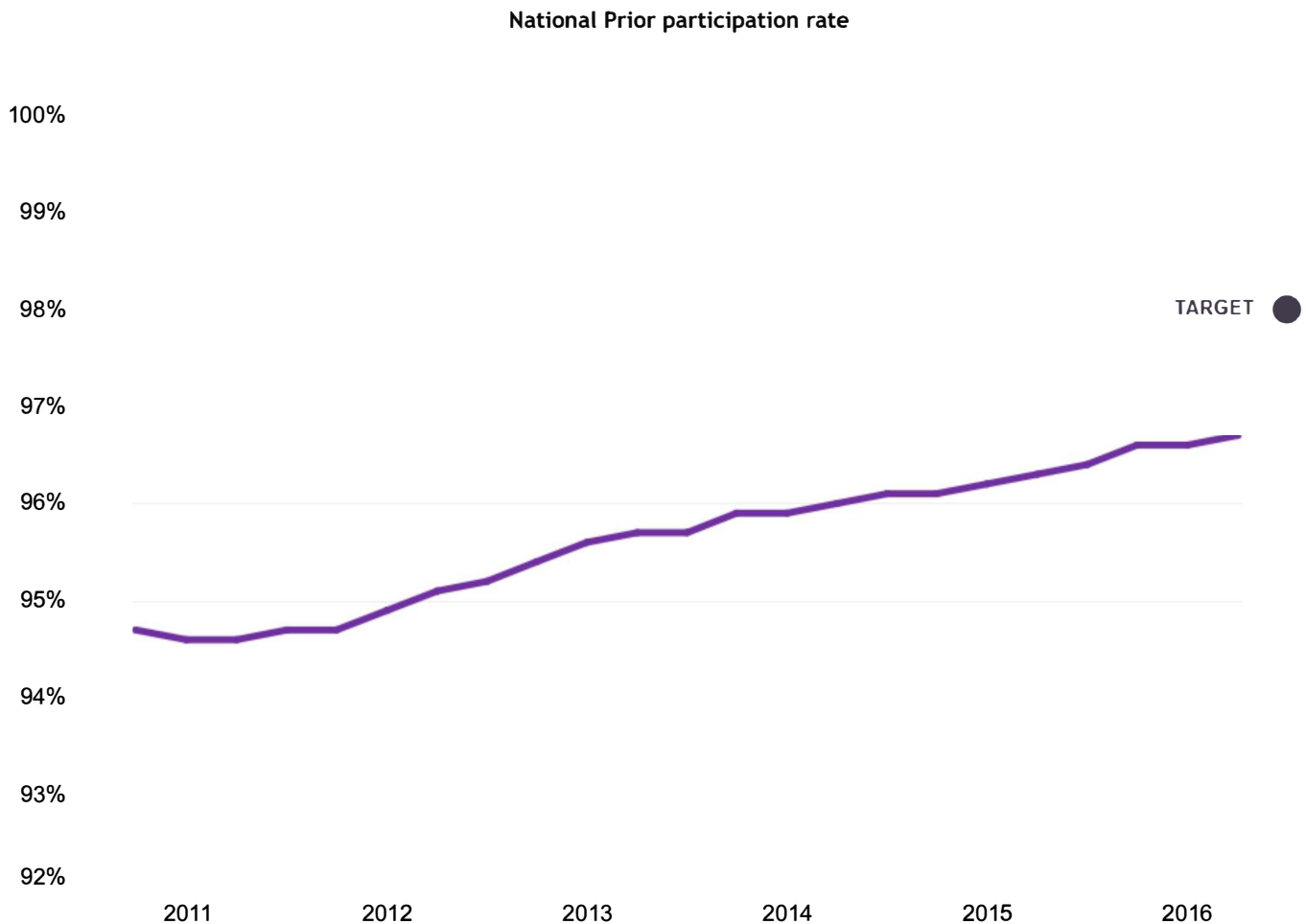
[Back to Better Public Services \(/better-public-services\)](/better-public-services) | [Better Public Services Snapshot \(/bps-snapshot\)](/resources/bps-supporting-vulnerable-children/#result2)

In 2016, 98% of children starting school will have participated in quality early childhood education.

The percentage of children who have attended ECE before starting school has steadily increased each year since 2000, and was 96.6% for children starting school in the year to June 30, 2016. This is an increase of 2 percentage points since the year ending 30 June 2011.

The Ministry of Education is intensifying engagement with priority communities in order to reach the 98% target in 2016.

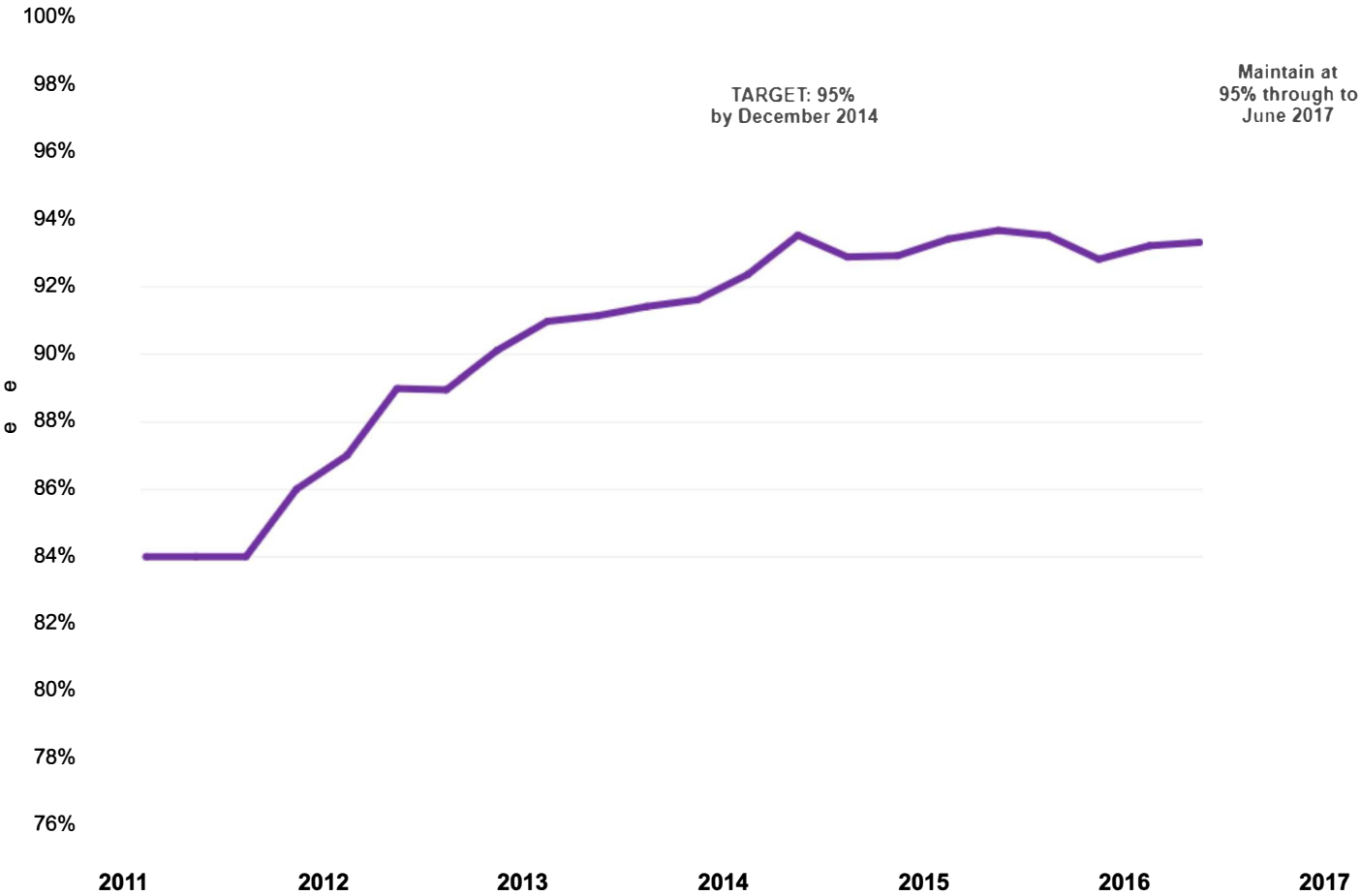
Figure 1



Result 3: Infant immunisation

A rate of 93.3% was reached in December 2016 for babies turning eight months of age. This represents an increase of 8% in infant immunisation coverage since the start of the target (June 2012).

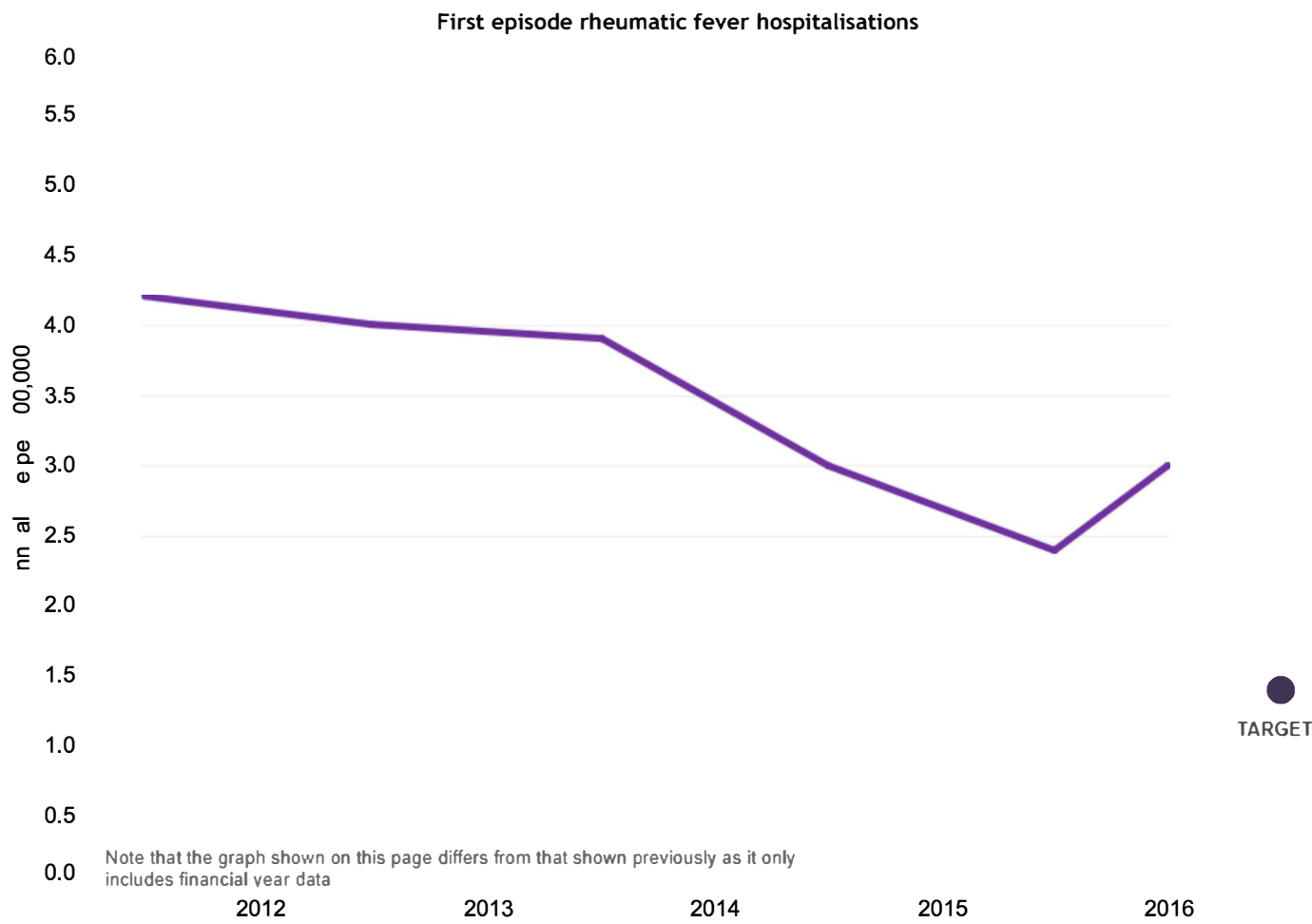
Immunisation coverage for children at 8 months



Case Studies Result 3 - Immunisation

Result 3: Rheumatic fever

The incidence rate for rheumatic fever initial hospitalisations for the 2016 calendar year is 3.0 cases per 100,000 people (137 hospitalisations). This represents a 23 percent statistically significant decrease in first episode rheumatic fever hospitalisations from the



Result 4: Assaults on children

By 2017, we aim to halt the 10-year rise in children experiencing physical abuse and reduce 2011 numbers by five per cent.

This is extremely ambitious. In 2011, numbers were rising, and projected to rise further without intervention. Meeting this target means bringing the projected number of approximately 4,000 children expected to experience substantiated physical abuse down to less than 3000 by June 2017, which is a reduction of approximately 25 per cent in projected numbers.

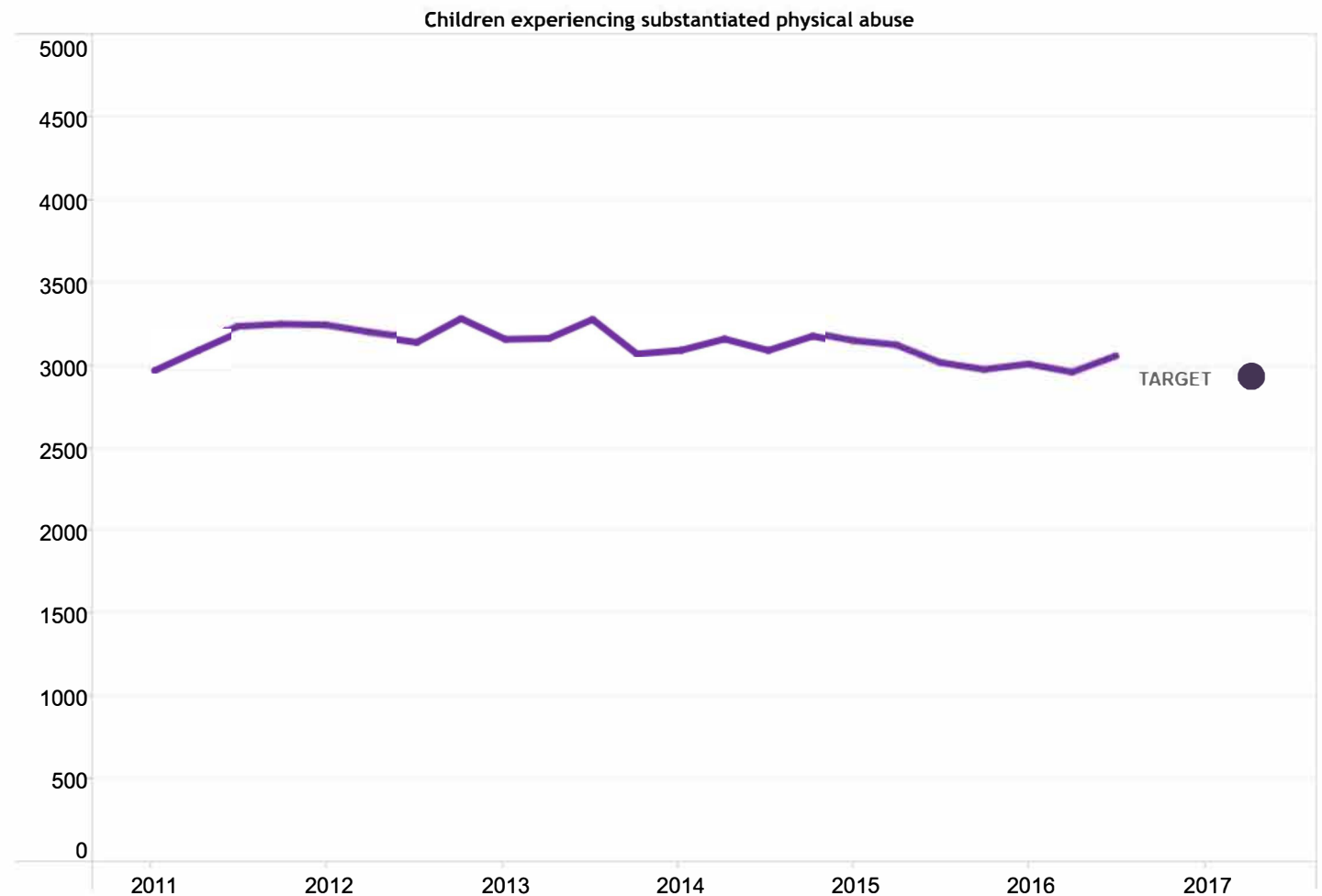
The number of children experiencing substantiated physical abuse is measured on a 12 monthly basis. In the year to September 2016, physical abuse was substantiated for 3,051 children, compared to 3,011 for the year to September 2015.

Ten Children's Teams have now been established; the latest being Counties Manukau. As of 30 September 2016, 2,977 children had been referred to the ten Children's Teams (2,433 were accepted) and 190 children had successfully exited with a transition plan.

Under the Community Investment Strategy, government continues to work on ensuring that funding is aligned to priority investment areas, is well-targeted, and based on evidence of effectiveness. Some funding has already been reprioritised to better support vulnerable children. For example, the reprioritisation of funding to expand Family Start from October 2016. This has resulted in four new Family Start sites being established in Timaru/Ashburton, Taranaki, Tauranga and Manawatu.

In March 2016, the Government agreed to establish a transformational new operating model for vulnerable children and young people. The new Ministry for Vulnerable Children, Oranga Tamariki will be operational from April 2017 and will provide a single point of accountability for preventing child maltreatment and improving life outcomes for vulnerable children and young people.

Figure 1: The number of children who experienced substantiated physical abuse in the 12 months to 30 September 2015.



Source: Department of Children, Youth and Families, 2017

Source: Department of Children, Youth and Families, 2017

- 2017-2018
- 2018-2019
- 2019-2020
- 2020-2021
- 2021-2022
- 2022-2023
- 2023-2024
- 2024-2025

Source: Department of Children, Youth and Families, 2017

What are we doing to achieve these results?

The Government released the White Paper for Vulnerable Children in October 2012 with the Children's Action Plan. Legislation to protect vulnerable children, which was passed in June 2014, made significant changes to protect vulnerable children and help them thrive, achieve and belong. The Children's Action Plan is being implemented by a group of government agencies collectively charged with putting those changes into effect, fostering a safe and competent workforce and establishing the Children's Teams. Learn more <http://childrensactionplan.govt.nz/> (<http://childrensactionplan.govt.nz/>)

The Supporting Vulnerable Children Results Action Plan outlines how agencies will work together on three results to support vulnerable children. It includes specific actions to increase participation in early childhood education, increase infant immunisation rates, decrease incidences of rheumatic fever and reduce the number of assaults on children. In addition, it identifies a group of common actions for agencies to progress. These are:

- better information sharing to identify and understand who our vulnerable children are and how we can help them
- better targeted and integrated services
- ensuring that government funding gets results
- working together better at the frontline.

The Ministry of Social Development's Supporting Vulnerable Children Results Action Plan (<http://www.msd.govt.nz/about-msd-and-our-work/work-programmes/better-public-services/supporting-vulnerable-children/index.html>) goes through how we're achieving these results.

[Back to Better Public Services \(/better-public-services\)](#) | [Better Public Services Snapshot \(/bps-snapshot\)](#)



Te Kawa Mataaho
Public Service Commission

Better Public Services Result 2 - Case Study: Pasifika Study Hubs [archived]

1 May 2018: The Government announced in January 2018 that the Better Public Services programme would not continue in this form. These pages have been archived.



The Achieving Through Pasifika Languages (ATPL) study hubs located in the Avondale Tongan Catholic community have taken a complete education pipeline approach and now include Early Learning playgroups. Pre-schoolers access early childhood education (ECE) while Year 1-8 and Year 9-13 students/siblings receive homework support. One hub has a Tamaki College teacher helping Years 11, 12 and 13 students prepare for external exams. This is the

first time that some of these children have had access to these services and is a great opportunity to introduce them and their families to the value of ECE. The Ministry is working with other ATPL providers to establish more playgroups.

For more information visit Early Years (Ministry of Education website)
(<http://www.minedu.govt.nz/Parents/EarlyYears.aspx>).



Te Kawa Mataaho
Public Service Commission

Better Public Services Result 2 - Case Study: Ngā Kākano Puāwai o Kaikohekohe drop-in centre [archived]

1 May 2018: The Government announced in January 2018 that the Better Public Services programme would not continue in this form. These pages have been archived.



The Ministry of Education is supporting the Northland town of Kaikohe by providing information and assisting with accessing services at a community drop-in centre. The community celebrated the opening of Ngā Kākano Puāwai o Kaikohekohe drop-in centre - a meeting place for young mums to relax, meet, discuss and get information about early learning and education for their children and themselves. The venue has been provided by a local Kaikohe businessman

and the Ministry of Education provides information and assists with accessing services.

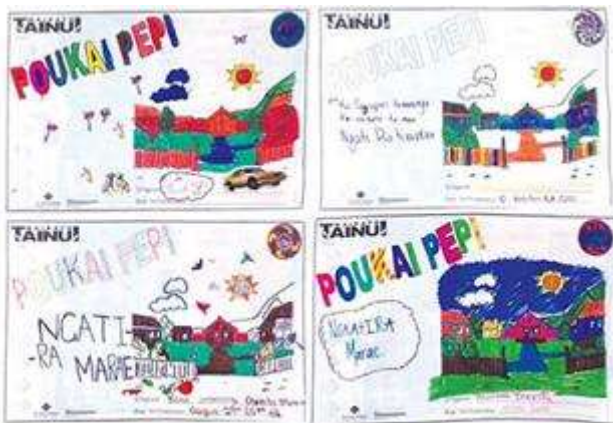
For more information about the Ngā Kākano Puāwai o Kaikohekohe drop-in centre, visit Early Years (Ministry of Education website) (<http://www.minedu.govt.nz/Parents/EarlyYears.aspx>)



Te Kawa Mataaho
Public Service Commission

Better Public Services Result 2 - Case Study: Poukai Pepi: Early learning the Poukai way [archived]

1 May 2018: The Government announced in January 2018 that the Better Public Services programme would not continue in this form. These pages have been archived.



Waikato-Tainui and Government agencies are working together to give young Waikato children a strong start in education through the *Poukai in initiative*.

Poukai promotes the value of education through early learning. It encourages parents, grandparents and It to give their babies a strong start in learning and development through embracing cultural practices and education in the tribal setting of Poukai.

Poukai is a tradition dating back to the 19th century. It is an annual series of visits by the King movement to marae (<http://www.teara.govt.nz/en/glossary#marae>) around the Waikato region. Waikato-Tainui has over 64,000 tribal members and thousands attend poukai. This initiative aims to reach more than 200 people at each hui; parents, people tamariki and hui; Poukai was launched in October by Waikato-Tainui, the Ministry of Education and Te Puni Kā kiri at the Waahi marae poukai. The pilot early learning promotion programme ran at poukai through to the end of 2013.

Mokopuna enjoyed early learning activities based on Waikato-Tainui identity, language and culture; and identity, were provided with information about early learning they might otherwise never have had. The focus was about creating an atmosphere for mokopuna and their atmosphere to celebrate learning, while having fun at Poukai.

At each marae children had a space where they could do art, hear stories, play games and other activities while their and learn more about the importance of early learning. Children got the chance to participate in lots of fun activities, in a puna k   hungahunga (or in language playgroup) atmosphere.

This way of working is an excellent example of iwi and government agencies working together in innovative ways to reach a common goal. Resources, experience and skills were shared to connect Waikato-Tainui knowledge with a life-long love of learning. Teaming up to take the message of early learning to places where people naturally come together so that things start happening on the ground is a new way of working cross the public sector that is getting results.



Te Kawa Mataaho
Public Service Commission

Better Public Services Result 2 - Case Study: Tamariki/Mokopuna Wellbeing Street Play Day [archived]

1 May 2018: The Government announced in January 2018 that the Better Public Services programme would not continue in this form. These pages have been archived.



The Ministry of Education partnered with Kowhai Consulting, a professional advisory service that provides access to ECE, to host a Tamariki/Mokopuna Wellbeing Street Play Day in Huntly West. Raukura Waikato Social Services, Waahi Whanui, Police and Waikato District Health Board worked together to create an event that focused on wellbeing and was an opportunity for these services to promote the benefits in early learning

and early childhood education (ECE) to children and their whanau. The community event was a very successful opportunity to identify children who aren't participating in early learning and support families to get access to quality ECE. It demonstrates how the Ministry and social sector agencies can work together to support communities, and how they can create events that connect well with the groups, services and agencies already operating to support vulnerable children and use these as platforms for improving the wellbeing of the community and its children.

For more information visit Early Years (Ministry of Education website) (<http://www.minedu.govt.nz/Parents/EarlyYears.aspx>).

Related Case Studies



Te Kawa Mataaho
Public Service Commission

Better Public Services Result 2 - Case Study: ECE services test drive new Early Learning Information System [archived]

1 May 2018: The Government announced in January 2018 that the Better Public Services programme would not continue in this form. These pages have been archived.



The Ministry of Education has developed the Early Learning Information system (ELI) to gain more insight into the benefits of early childhood education (ECE). This will provide more accurate and timely information about when, where and how often children are participating in ECE.

ELI will collect enrolment and attendance data from approximately 80% of ECE services directly via their Student Management System (SMS), while ECE services that don't use an SMS can send data securely directly to the Ministry using

ELI Web.

The Ministry successfully piloted ELI Web with a small number of services in December 2013. The pilot participants found it very user friendly, and will continue to use it to send their data to the Ministry even though the pilot has ended. A small group of ECE services using the Infocare student management system will pilot their ELI functionality from early 2014 prior to the progressive sector roll out during 2014.

ELI will give the Ministry a better picture of where priority groups and individuals need more support to engage in ECE.

ELI works by giving children an individual National Student Number (NSN) when they start ECE, instead of when they start school as currently happens. This NSN will stay with the child as they move to school and beyond. So far 135,000 children in ECE have been given an NSN.

Once it is rolled out, ELI will electronically collect and store ECE enrolment and participation information for approximately 180,000 children.

For more information about ELI visit ECE Lead (Ministry of Education website (<http://eli.education.govt.nz/>)).



Te Kawa Mataaho
Public Service Commission

Better Public Services Result 2 - Case study: Partnering with EFKS NZ [archived]

1 May 2018: The Government announced in January 2018 that the Better Public Services programme would not continue in this form. These pages have been archived.



The Early Learning Taskforce has been partnering with Ekalesia Fa'apopotoga Kerisiano i Samoa (EFKS NZ) as part of the Pasifika Church Partnerships Strategy to explore opportunities to support EFKS NZ's young people and their families to stay engaged on the education pathway.

To start the ball rolling, the Ministry supported EFKS NZ to hold an education conference in May 2014 for the education experts in their network.

This resulted in the development of the EFKS NZ Education Action Plan which outlines high level education goals and actions to contribute to the Government's Better Public Service goals and the Ministry's Pasifika Education Plan. The Strategy was officially presented to Hon. Minister Parata in June 2014.

Utilising 73 churches nationwide reaching 25,000 members, EKFS NZ initially identified 414 children not currently participating in ECE, and they are supporting these children to enroll in ECE services. The next step will be setting up playgroups in churches with significant numbers of non participating children.

Even more gains are being made as a result of this partnership. EFKS NZ have since established a national trust to drive a more collaborative and co-operative approach to achieve their mission 'to realise the potential of our People'. EFKS NZ are now seeking partnerships with other government

agencies to explore activities such as Rheumatic Fever awareness, and social housing.



Better Public Services Result 2 - Case Study: Te Nuinga Good News Story [archived]

1 May 2018: The Government announced in January 2018 that the Better Public Services programme would not continue in this form. These pages have been archived.



On 25 November Te Nuinga, an Engaging Priority Families (EPF) provider, held a fun day for held at Port Waikato.

One of the children turned five and he was presented with a School Start First Impressions (SSFI) parcel which contained the following:

- school uniform
- school stationery
- letter confirming that the first year school fees would be paid
- school shoes
- school bag/lunch box and drink bottle
- birthday cake
- birthday party parcel
- birthday present
- socks, underwear and toys.

School Start First Impressions considers that making the first day of school a positive experience for the child by celebrating and acknowledging the importance of that child. It acknowledges the beginning of school as a major step for the child towards education, independence and becoming

a person making their way in the world.

Since the SSFI involvement approximately 150 “5 Kitboxes” have been provided to children within the EPF Programme.

The mother of the five year old boy thanked the kaimahi (support worker) for the support and awahi (help) over the last three years. Her son knows how to spell his name, can read more now and has learnt how to share with other children.

School Start First Impressions is an initiative of the Addenbrooke Foundation based in Auckland which is the umbrella registered charity which has been established to pursue various charitable objectives in the community.

starting school first impressions <http://www.schoolstartfirstimpressions.org.nz/about-us.html>
(<http://www.schoolstartfirstimpressions.org.nz/about-us.html>)

EPF co-ordinators help 3 and 4 year old children to go to ECE. They support the hardest to reach families, helping them to find the right early learning option for them, encouraging regular attendance, supporting learning at home and helping them with the transition to school.

Related Case Studies (/bps-case-studies)

Back to Better Public Services (/better-public-services) | Result 2: Supporting vulnerable children (/bps-supporting-vulnerable-children)



Te Kawa Mataaho
Public Service Commission

Better Public Services Result 2 - Case study: Fenchurch Kids Club Participation Project [archived]

1 May 2018: The Government announced in January 2018 that the Better Public Services programme would not continue in this form. These pages have been archived.



Spend two minutes with Veeshayne Patuwai (otherwise known as Veesh) and you will believe that anything is possible. She is a community member living in a suburb of Glen Innes, Auckland called Fenchurch. Veesh and the parents of this suburb are committed to providing the best they can for the children in their neighbourhood.

With the support of the Ministry's Early Learning Taskforce, she identified and placed 28 children into early childhood education (ECE) this year. And things don't stop there! Veesh is working with a further seven other families to find ways to support them and their children to find the best ECE option for them.

Veesh has also established the Fenchurch Gifted Kids Club to complement the work she has been doing with non-participating families. She aims to create a neighbourhood where families celebrate their children. Parents and kids come along to Veesh's house to participate in fun activities that complement learning and development.

Last year she introduced a holiday programme that operates out of her house and is now an established part of life on Fenchurch Street. Last holidays the children had an Easter Egg hunt, took a ride on the train to spend a day at the Wave Pool, went for a bush walk, and on rainy days had 'Movies and Popcorn' at Veesh's family home.

The Kids Club operates once a month in the early evening and so far the parents and the children had a games night where families played board games. The next planned events include photography, making books, kapa haka/waiata and families will be supported to teach their children their Pepeha.

Fenchurch has seen some hard times recently, as it is one of the first areas in Glen Innes to undergo a building/housing transformation as part of the transformation Housing Regeneration Project. Many of the families that live in the street have been there for more than thirty years and they have been watching their neighbourhood change with old houses, and many residents moving out. The new houses are almost finished and this will see new families moving in, while at the same time other families may have to move to other areas of Tamaki. Veesh hopes that families that have to move away will still connect to the Fenchurch neighbourhood through the FGKC. She is also keen for new residents to join the club and be part of this exciting project.

Veesh is really excited about her work. "We are creating a new tikanga for our community and through this our families are experiencing what it takes to be resilient through challenging times."



Te Kawa Mataaho
Public Service Commission

Better Public Services Result 2 - Case Study: A shared place to play and learn [archived]

1 May 2018: The Government announced in January 2018 that the Better Public Services programme would not continue in this form. These pages have been archived.



Representatives from the local Playcentre, Parents Centre and Toy Library worked together to create a bright and beautiful new 'kids hub' in Gore.

It began as a dream, but in less than two years young families in Gore have a beautiful new building to call their

own.

The Gore Kids Hub was born out of necessity. When three children's organisations needed new facilities in the district, they decided to join forces and create something purpose-built for their collective needs.

A team of representatives from the local Playcentre, Parents Centre and Toy Library formed the Gore Kids Charitable Trust in mid-2014.

The Trust led the development of their project: shared facilities and extra space for community groups.

Raising the money to construct the building was a huge task, but they were able to collect \$1.5 million from grants and community fundraising efforts, which encompassed everything from a wedding show to a mud run. But the fundraising is not over yet - the complete cost of the project will be \$1.7 million in total.

The completed Gore Kids Hub is a spacious, brightly coloured building with an enclosed playground. The Trust celebrated the achievement with an official opening of the facility on 30 January.

A true hub

Ministry of Education ECE Advisor in Otago, Kurt Chisholm, says the new facility is a wonderful addition to early learning in Gore.

"In less than two years it grew from an idea to a finished centre. It's a fantastic resource," he says.

"It is a hub in the truest sense of the word, because it has come together from these three different groups, from the planning to the fundraising. It really is a genuine community project."

The council has gifted the centre the long term lease of the land, and the Trust is fundraising to build the playground, which will then be gifted to the community.

"The Trust put a phenomenal amount of effort and energy into the project. It's also reflective of the community it serves, which is largely rural – for example, there is a stock truck in the playground sponsored by a local transport company," he says.

In acknowledgement of the mammoth fundraising effort, 254 concrete blocks representing each of the donors and sponsors were laid along the pathway to the facilities.

Space to play and learn

The space is particularly well suited to the ethos of Playcentre, says Trust member and one of the driving forces behind the project Shelley Lithgow.

"It's an amazing, big space. We put in a closed sleep room so it's fantastic for families that are coming with babies in tow. The very young children can safely sleep in this room so parents can be hands-on and as involved as possible with their toddler.

"We've got quite a big open space out the front. We haven't put play equipment out there yet, because we wanted to see how it goes for a while, but we did put in a bike track, and the kids are really enjoying playing outside."

Shelley says it has been a deeply heartening experience to see community connections develop.

Because the founding organisations are complementary services, they have each seen their memberships greatly increase.

"Everyone's working so nicely together, and I'm seeing a lot of friendships being formed and new people coming in who previously might not have.

"It's easier for parents to try all these things because they're located in one place – and the children are definitely benefiting from that," she says.

It takes a village

In addition to the main centre facility, the hub offers a suite of 'community rooms'. These consist of an office, a consultation space and a meeting room that can be hired by organisations that work with children.

Shelley says a wide variety of community groups are using the rooms already.

A typical week at the hub would accommodate Playcentre sessions, Barnados and Parents Centre courses, music groups and cooking classes.

The community rooms are also being used for health and wellbeing classes and appointments.

"We're not trying to duplicate any service that is already in the community – our whole philosophy is 'it takes a village to raise a child' and that's what we're doing here at the hub."

Shelley notes that the facility is intended as a complementary addition to the other early learning services in the district.

"Many of the families that use the hub use multiple services. We're trying to ensure that when parents have time off work or study, they have somewhere to play and learn alongside their children, and develop relationships with other families.

"Whether you need somewhere to come and have a coffee and talk to other parents about, say, toilet training, or whether you need support from a range of different organisations, you can access the whole lot from here.

"We believe it can be a lonely journey for people, bringing up their children. And it can be a hard journey, at the best of times. So what we're trying to do is create a space where all families are welcome."

Related Case Studies ([/bps-case-studies](#))

[Back to Better Public Services \(/better-public-services\)](#) | [Result 2: Supporting vulnerable children \(/bps-supporting-vulnerable-children\)](#)



Te Kawa Mataaho
Public Service Commission

Better Public Services Result 2 - Case Study: Kaikohe Weaving Together [archived]

1 May 2018: The Government announced in January 2018 that the Better Public Services programme would not continue in this form. These pages have been archived.



A community weaving group in Kaikohe helps weaving early learning flourish.

Te Kohekohe drop-in centre on Kaikohe's main street is beautifully adorned with woven art work. It smells of freshly cut harakeke/flax. It is warm and welcoming. The vibe is of aroha and manaakitanga. Generations of mums, aunties and nannies, young and old are teaching, sharing and learning from each other.

The centre is facilitated by the centre is Puawai o Kaikohekohe Trust which runs a drop-in playgroup for preschoolers five days a week and hosts the local week Puhi weaving group.

As part of enriching the preschooler community, street play days are organised every second Wednesday at Library Square in the town centre, close to the children's playground and with free wifi. The centre also provides advice and information for parents on other early childhood education options and is linked with local health services.

As part of their work with the community, the trust has partnered with Kaikohe East School to run a new supported playgroup for four-year-olds.

The playgroup opened in Term 2 of 2015 with a blessing and school assembly. Already, eight children who had not previously taken part in early childhood education attend. The space set up is exciting, with a Reggio Emilia approach. The playgroup prepares children for school in a way that is responsive to each individual child's strengths and interests.

The sessions are focused, engaging and exciting. New entrants staff from the school regularly help out at the playgroup, and twice a week the children visit the new entrants class. This approach aims to build a strong foundation so each child has a successful transition to school.

MEETING NEEDS AND FACILITATING MANAAKITANGA Puawai o Kaikohekohe Trust member Kelly Yakas says these exciting initiatives are a response to needs in the community identified two years ago. Under the Early Learning Taskforce she completed a survey of local completed Three things became apparent, she says.

"There was nowhere in the Far North town where mothers felt comfortable to breastfeed; there were no public nappy changing facilities, and Kaikohe lacked a playground that was safe for preschoolers."

Kelly says the survey also revealed the biggest barrier to parents enrolling children in formal early childhood education was not cost or commitment, but vibe.

"Parents needed to have the right feeling about a place, to feel comfortable to hang out and to play and learn alongside their children."

She says the trust, in partnership with the trust, Puhi weaving group, has been able to meet genuine community needs as well as creating that "right feeling or vibe of aroha and manaakitanga" for local aroha and this is why it is such a success.

Te Kohekohe Playgroup mum and weaver Makareta Jahnke says: "You can see and feel the positive energy buzzing around the children, parents and families as they weave and kÅ rero. People are making connections and building relationships. Sharing kai and kÅ rero. They are helping and guiding each other. They are learning customs and values by listening to the kuia.

"The centre provides physical, spiritual and mental wellbeing. There is no other place in Kaikohe that offers this environment."

Te Kohekohe service user Leigh says: "As a parent living on the outskirts of Kaikohe, Te Kohekohe playgroup is very beneficial. It is a free, fun and safe environment with a very positive vibe.

"The opening hours are great, 10am to 2pm five days a week, allowing us to come and go as we please, with no pressure. I have a 14-month-old son who is breastfed. Feeding and changing him in town used to be very challenging. Te Kohekohe provides facilities for feeding and changing.

There is also a separate baby area with age-appropriate resources to help empower me as a parent and help him further develop his social, emotional, and fine and gross motor skills, which are very important in those first three years of brain development.

"Te Kohekohe is a positive and great environment to be in. It is a great asset to the Kaikohe community."

Related Case Studies ([/bps-case-studies](#))

[Back to Better Public Services \(/better-public-services\)](#) | [Result 2: Supporting vulnerable children \(/bps-supporting-vulnerable-children\)](#)

Last modified: 22 September 2016



Te Kawa Mataaho
Public Service Commission

Better Public Services Result 2 - Case Study: New Zealand Rugby League – it's more than just a game [archived]

1 May 2018: The Government announced in January 2018 that the Better Public Services programme would not continue in this form. These pages have been archived.



The Ministry of Education has supported New Zealand Rugby League (NZRL) to create learning hubs within the league community. This is done through exploring opportunities to promote and champion early learning utilising NZRL facilities as natural settings.

As part of their philosophy “*more than just a game*”, NZRL has established playgroups in their clubrooms. This has a nice fit alongside other

government strategies for example the anti domestic violence campaign ‘It’s not ok’. Aimed at attracting members’ families, an invitation is extended to anyone in the local community to bring their children along and be part of providing a better future for all Kiwis. Two playgroups have been established so far in club rooms in Mangere and Otara.

As a result of this collaboration NZRL are now expanding their thinking to even bigger opportunities in order to support their communities in early learning. The idea of creating a community hub that provides services that support the whole services is now being explored. This innovation will involve a cross agency approach. Already the Ministry, the Ministry of Social Development, the Accident Compensation Corporation, the Ministry of Health, Te Puni Kokiri, the Ministry of Pacific Island Affairs, and the New Zealand Police have come together with NZRL to discuss how a strategy can be developed so that everyone can work together under one umbrella to best support the communities NZRL work in and with.



Te Kawa Mataaho
Public Service Commission

Better Public Services Result 2 - Case Study: Love learning to read [archived]

1 May 2018: The Government announced in January 2018 that the Better Public Services programme would not continue in this form. These pages have been archived.



Literacy learning is blossoming at the Porangahau Puna at The teachers focus on strategies and skills needed for reading by offering tamariki opportunities to learn sequence and patterns in everyday life. Routine at the kai table help children to build sequences and practice mastery of independence. Routine also require children to show independence as they organise their own needs. The children gain a sense of ownership over their learning and this is transferred to reading when children sit in the reading area,

choose books to read, find a place to sit, and read. The pictures are clues to the story, and the continual reading and re-reading of the story reinforces a child's knowledge of content, flow and rhythm of reading.

The Puna and environment invites children to read and write. Whiteboards, pens, name labels, books, lists, signs and instructions all provide opportunities for the tamariki to play and be confident literacy learners. The alphabet is on the wall, and the children's names are available and accessible. The teachers include children in baking, in making food, and in recognising signs, logos and letters. Kaimaanaki (Supported Playgroup Co-ordinators) work one on one with the tamariki offering suggestions and strategies. The boys assured Sharon that they were "reading" as they turned the pages of the book. They were confident to "read" the pages in their own language, and use the book in an appropriate way – from front to back, to read each page which had words

on it, and to use the pictures to give them reassurance that the story they were reading aligned with the illustrations. The tamariki are well placed to transition to school with an attitude of love for print and stories.

Related Case Studies ([/bps-case-studies](#))

[Back to Better Public Services \(/better-public-services\)](#) | [Result 2: Supporting vulnerable children \(/bps-supporting-vulnerable-children\)](#)

Last modified: 13 March 2017



Te Kawa Mataaho
Public Service Commission

Better Public Services Result 2 - Case study: Weymouth early childhood education Rapid Cycle Change Project [archived]

1 May 2018: The Government announced in January 2018 that the Better Public Services programme would not continue in this form. These pages have been archived.

A community action group's solution to rapidly raising early childhood education participation in Weymouth is simple - if it works, keep doing it, if it doesn't, try something else.

The Ministry of Education's Early Learning Taskforce established the Weymouth community action group to grow demand for early learning and connect local parents and families with local ECE services.

This passionate group includes eight services who have been meeting weekly in their own time since late March to crunch through problems relating to ECE access, and come up with their own solutions. Their expertise and local knowledge has been matched with government support through using a process known as Rapid Cycle Change (RCC) . The resources have been purchased through working with the Counties Manukau District Health Board under the Ministry of Health contracting to provide the right kind of support. Ministry of Education staff have been involved from the beginning.

Not every idea that the group has come up with has worked, and some of the data collection has been challenging, but early indications of success are exciting. Change has indeed been rapid. To take just one of the centres: it filled its roll within three days and nearly doubled its roll in less than two months. Due to a bulging waiting list, the same centre is set to expand even further and has Ministry of Education support to apply for resource consent.

The turnaround for this centre came by thinking outside the square about the reasons parents were choosing to either keep their children at home or send them to a neighbouring suburb for their ECE. First up, the centre offered 30 hours a week of free ECE instead of the usual 20 hours because most local families were entitled to a Work and Income subsidy. Centre management figured that a small drop in the centre's income would be offset by more children attending, and it paid off.

The RCC process led the centre to rethink its staffing policies and for the Ministry of Education to offer targeted help with this work. The process has brought rapid improvements in ECE participation for very little outlay.

: The Rapid Cycle Change Project (RCC) creates more innovation in social service delivery such as early childhood education. RCC relies on fast paced change, with early results determining whether actions should be adopted, adapted or abandoned.

It was set up in early 2013, as part of the Government's focus on supporting vulnerable children. Social Sector Forum Chief Executives promoted it to increase the pace of learning and innovation within priority projects.

Back to Better Public Services (/better-public-services) / Result 2: Increase participation in early childhood education (/bps-supporting-vulnerable-children#result2)

Last modified: 4 July 2014



Te Kawa Mataaho
Public Service Commission

Better Public Services Result 2 - Case Study: Doing what works – Weymouth ECE Rapid Cycle Change Project Update [archived]

1 May 2018: The Government announced in January 2018 that the Better Public Services programme would not continue in this form. These pages have been archived.



Engrossed in early learning: mat time at Kakano Early Childhood centre in Manurewa, one of the Weymouth ECE services attracting more kids to ECE.

“If it works, keep doing it. If it doesn't, try something else!”

This is the mantra for a South Auckland group committed to seeing more young children get a strong start in education.

In the suburbs of Clendon and Weymouth, the drive is on to get more local families involved in early learning and to significantly pump up the numbers of children participating in early childhood education (ECE) before they start school. The people behind it all are from the Ministry of Education, *Ko Awatea*, the Weymouth Community Action Group and local early childhood education (ECE) centres.

Since early 2014 the ECE centres have used a specific approach to find ways to connect more families with quality early learning. The process is called Rapid Cycle Change (RCC) which relies on fast paced change, with early results determining whether actions should be adopted, adapted or abandoned.

Each new idea for action has to work for the centres and for the community. It's clear they are working for both because enrolments figures have increased sharply. Some of the changes the seven participating ECE centres made to incentive enrolment include offering free hours, activity days, hot meals and home visits to check in with families whose children aren't regularly coming to the centres.

After enrolment rates shot up, the focus moved to keeping the children coming back every day. The ECE centres asked why some children were not attending regularly? After investigation, the answer came down to health. So the Weymouth RCC project teamed up with a local health providers' network. The ECE centres got access to professional health expertise, families got help with the health issues they were facing, and the children got healthy and strong so they could attend and enjoy ECE every day. Similar partnerships are also forming with Family Start providers and local libraries, to support improved reading and writing among families.

The RCC project reflects a shift in the delivery of public services. It has worked so well that two more groups of ECE services in areas of high deprivation and low ECE participation are now involved. The project is taking what works, and sharing it with others so that even more young children and their families can benefit from all that quality early learning has to offer.

Better Public Services Result 2 - Case study: Weymouth early childhood education Rapid Cycle Change Project ([/bps-result2-cs7](#))

[Back to Better Public Services home page \(/better-public-services\)](#) / [Result 2: Increase participation in early childhood education \(/bps-supporting-vulnerable-children#result2\)](#)



Te Kawa Mataaho
Public Service Commission

Better Public Services: A Good Start to Life [archived]

1 May 2018: The Government announced in January 2018 that the Better Public Services programme would not continue in this form. These pages have been archived.



Result 2 - Healthy mums & babies (</resources/bps-good-start-to-life/#result2>)

Result 3 - Healthy kids (</resources/bps-good-start-to-life/#result3>)

Result 2: Healthy mums and babies

What is the target?

By 2021, 90% of pregnant women are registered with a Lead Maternity Carer in the first trimester, with an interim target of 80% by 2019, with equitable rates for all population groups.

Why is this important for New Zealand?

Early and continued regular engagement with a Lead Maternity Carer (usually a midwife) is associated with normal healthy births and better pregnancy outcomes.

Having a Lead Maternity Carer helps set up children for a good start in life. Lead Maternity Carers also connect mother and child with other core health services, such as general practice, immunisation, Well Child Tamariki Ora, and oral health services. They connect families to other social services that may be needed.

How will we know we are achieving this result?

Currently about 67% of all women who give birth register with a Lead Maternity Carer in the first trimester of their pregnancy. Rates of first trimester registration vary widely according to age, deprivation, ethnic group and geographical location.

For example, in 2015:

- 39% of Pacific women, and 55% of 55% women, registered with a Lead Maternity Carer in the first trimester
- 54% of women living in areas of high deprivation registered with a Lead Maternity Carer in the first trimester, compared with 76% of women living in the least deprived areas
- 50% of pregnant women under 20 years of age registered in the first trimester, compared with 72% of women in the 30-39 years age group.

We will know we are achieving Result 2 when the overall rates of first trimester registrations are going up, and the disparities that exist between the population groups are reducing.

What are we doing to achieve this result?

We have a number of priority actions underway or planned that will contribute to healthy mums and babies. These include:

- Work with maternity providers, District Health Boards and others to ensure all pregnant women have access to maternity services provided by Lead Maternity Carers
- Work with District Health Boards and stakeholders to explore primary/community service models that improve the availability of preventive initiatives, and access to services, for pregnant women
- Work with District Health Boards and their district alliance partners to improve outcomes for pregnant women and children by continuing to implement the System Level Measures. The System Level Measures are an improvement framework that concentrates on improving core health outcomes, with a particular focus on equity. Initiatives that impact on the health and wellbeing of pregnant women and babies include:
 - Increasing the number of women registering with a Lead Maternity Carer in the first trimester
 - Improving pre-conception health and wellbeing by increasing youth access to, and utilisation of, youth appropriate health services. These include sexual and reproductive health, mental health and wellbeing, and alcohol and other drug treatment services

- Improving maternal immunisation rates
- Increasing the rates of babies living in smoke-free households
- Implement the Fetal Alcohol Spectrum Disorder (FASD) Action Plan, a comprehensive set of cross-government actions to prevent FASD. The Plan includes expanding the pregnancy and parenting services for women with addictions. It includes actions to identify and support children affected by FASD
- Work with experts and stakeholders to develop a National Sudden Unexpected Death in Infancy Prevention Programme. This ensures every infant and their family is provided with comprehensive and customised safe sleep information, with follow up support.

Result 3: Keeping kids healthy

What is the target?

By 2021, a 25% reduction in hospital admission rates for a selected group of avoidable conditions in children aged 0 - 12 years, with an interim target of 15% by 2019.

Why is this important for New Zealand?

We want to keep kids healthy and out of hospital. Some hospital admissions could be avoided by government agencies and providers working together to influence the underlying determinants of health. By intervening early, we can stop conditions getting worse to the point where hospitalisation is needed. These avoidable hospitalisations include dental conditions, respiratory conditions (such as bronchiolitis, pneumonia, asthma and wheeze), skin conditions (such as skin infections, dermatitis and eczema), and head injuries.

How will we know we are achieving this result?

In 2015/16, there were 40.3 avoidable hospitalisations per 1,000 children aged 0-12 from selected conditions chosen for the Better Public Services programme.

Rates of avoidable hospitalisation vary by health condition but are significantly higher for higher children, Pacific children, and socio-economically deprived children.

For example, in 2015/16 in children (0-12 years) had a rate of 13.1 avoidable dental hospitalisations per 1,000, and Pacific children a rate 13.4, compared with a rate of 7.5 avoidable dental hospitalisations for hospitalisations and non-Pacific children.

We will know we are achieving Result 3 when the overall rate of avoidable hospitalisations is reducing, and the disparities that exist between the population groups are reducing.

What are we doing to achieve this result?

We have a number of priority actions underway or planned that will contribute to keeping kids healthy. These include:

- Work with District Health Boards and stakeholders to explore primary/community service models that improve the availability of preventive initiatives, and access to services, for children
- Work with District Health Boards and other agencies to improve the availability of, and access to, appropriate housing
- Work across government agencies, and with Well Child Tamariki Ora services and other providers, to develop head injury prevention actions
- Promote good oral health to parents and children in high need communities
- Continue to support water fluoridation in communities
- Work with District Health Boards and their district alliance partners to improve outcomes for pregnant women and children through continuing to implement the System Level Measures. The System Level Measures are an improvement framework that concentrates on improving core health outcomes, with a particular focus on equity. Initiatives that impact on the health and wellbeing of children include:
 - Implementing prevention and early treatment of respiratory conditions in the community
 - Improving child immunisation rates, and
 - Improving children's attendance at dental clinics
- Review the Well Child Tamariki Ora programme to ensure it aligns with the evidence about what works, reflects key priorities, and is able to be delivered in sufficient intensity to meet the needs of pregnant women, children, families and families the New Zealand childhood obesity programme — a multi-agency programme to equitably reduce childhood obesity in New Zealand, so that children and young people can live well and stay well.

The *Delivering Better Public Services: A Good Start to Life Result Action Plan* sets out the Government's plans for achieving Better Public Service Results 2 and 3. The overall aim is to ensure that every child in New Zealand gets a good start to life. You can view the plan on the Ministry of Health website www.health.govt.nz/publication/delivering-better-public-services-good-start-life (<http://www.health.govt.nz/publication/delivering-better-public-services-good-start-life>).

[Back to Better Public Services \(/better-public-services-next-steps\)](#)