

July 2011 – February 2013

Taumarunui
action
plan

Trialling new
approaches to
social sector change



Te Pae Matau –

extraordinary
peaks,

extraordinary
achievements

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Background

Taumarunui has been selected as a location for the trial of a new approach to social service delivery for young people (the Social Sector Trials). The Social Sector Trials started in March 2011 and will be in place for two years in Gore, Levin, Kawerau, Te Kuiti, Tokoroa and Taumarunui.

Key elements of the Social Sector Trials

The Ministries of Social Development, Justice, Education and Health, and the New Zealand Police are working together to trial a change in the way social services are delivered.

The Social Sector Trials focus on improving outcomes for young people (aged 12–18).

The outcomes the Social Sector Trials are seeking to achieve are:

- reducing truancy rates
- reducing offending by young people
- reducing levels of alcohol and other drug use by young people
- increasing the number of young people in education, training and employment.

The aim is to support decision making at the local level, build on existing networks and strengthen coordination at every level of government and within the community.

The Social Sector Trials will test the ability of an appropriately mandated individual or Non-Governmental Organisation (NGO) to use cross-agency resources to effect change in a community. In Taumarunui the individual approach is being trialled. A Social Sector Youth Services Manager has been employed as the individual to manage the Trial.

Individuals and NGOs will plan social service delivery for young people, manage contracts, oversee agency staff (as agreed with agencies), develop networks, engage with the community and influence social services (such as statutory services) outside of their direct control.

Governance and management

The Chair of the Social Policy Cabinet Committee (SOC), Hon Tony Ryall, has ultimate responsibility for the Social Sector Trials.

A Ministerial Sub-Group provides oversight and decision-making for the Social Sector Trials, in consultation with relevant Vote Ministers. The Ministerial Sub-Group is currently the Deputy Prime Minister; Minister of Justice; Chair of SOC, Minister of Health and Minister of State Services; Minister of Police; Minister of Education; Minister for Social Development and Employment and Minister of Youth Affairs; and Minister for the Community and Voluntary Sector and Minister Responsible for Whānau Ora.

A Joint Venture Board, comprising the Chief Executives of Social Development, Health, Education, Justice and the New Zealand Police will act as a Governance Group for the Social Sector Trials and report to the Ministerial Sub-Group.

A Joint Venture Director (situated within the Ministry of Social Development) is responsible for the day-to-day operation of the Social Sector Trials.



To ensure this Plan has endorsement and ownership, a local Governance Group has been established. The group will also act as a mechanism for collaboration and communication. The Governance Group is made up of a team of local individuals who represent decision makers and leaders in Taumarunui.

Membership includes:

- NZ Police District Area Commander and Chair of Ruapehu Community Support Trust (Chairperson)
- two youth representatives
- Regional Commissioner: Ministry of Social Development
- Senior Advisor: Ministry of Education
- Chief Executive: Ruapehu District Council
- Principal: Taumarunui High School
- Representative: Community Response Model and King Country Rural Education Activities Programme
- Representative: Hinengakau Maatua Whangai and Whanganui River Trust Board
- Representative: Maniapoto Training Agency and Maniapoto Marae Pact Trust
- Te Waka Pu Whenua/Kaumatua
- Chairperson: Iwi Māori Council
- Representative: Taumarunui Community Kokiri Trust and Toiora Primary Health Organisation Coalition
- Representative: Te Puni Kokiri
- Social Sector Youth Services Manager

There will be a number of working groups set up to direct action at each of the objectives. Some of these groups will amalgamate with groups already operating, but will include additional members.

Objective	Existing group	New group
Decrease Truancy	X	X
Decrease Offending by Young People		X
Decrease Young People's Use of Alcohol and Other Drugs	X	X
Increase Young People's Participation in Education/Training/Employment (ETE)		X

Implementation

The Chief Executives of the Ministries of Social Development, Justice, Education and Health and the New Zealand Police are making the implementation of the Plan a priority and devoting resources to achieving the outcomes. These agencies are also represented in the Governance Group that have led the development and will lead the implementation of this Plan at a local level. Evidence¹ shows that if government works in partnership with non-government agencies, communities and local government, much better results are achieved.

This Plan builds on actions already initiated and ongoing in the community and spans various social sector agencies, NGOs and trusts. The overall aim is to better support young people to succeed. In every decision and action we must consider what is best for the young person.

¹ Source: Improving Outcomes for Young People in Counties Manukau – Plan of Action 2006

This Plan is the first step to addressing the problems young people experience in Taumarunui; as such it is the beginning of a constant process of planning, implementation and review. New actions will be added as time goes on.

Progress towards improving outcomes will be monitored so we will know if the increased effort is making a positive difference in the lives of the young people. We expect to see a reduction in truancy, less youth offending, a reduction in alcohol and other drug use and increased participation in education, training and employment.

The Plan is only one part of a much broader process. Families, communities, local government, churches, NGOs and the private sector all have a role to play.

The Plan's focus is on reducing risk factors and building protective factors (eg. activities for young people, supported families, good role models and connections with community). In so doing, we are emphasising a strengths based approach. A stock take of youth programmes and services has been undertaken to ascertain the level of service available. It identified the number and type of programmes, specific target groups and key information on how the programme is delivered. This assisted in identifying the services needed.

Evaluation

At a national level, an evaluation of the six Social Sector Trials will be undertaken by the Ministry of Social Development's Centre for Social Research and Evaluation in partnership with other agencies.

The cross-agency evaluation of the Social Sector Trials will consider:

- whether the Social Sector Trials made a significant contribution to achieving the outcomes for the young people in each location
- whether the Social Sector Trials have led to a better system of service delivery
- opportunities found when implementing the Social Sector Trials
- the barriers to implementation
- the similarities and differences between the two approaches (NGO and individual).

At a local level, this Plan will be reviewed by the Governance Group at monthly meetings in order to understand the effects of the actions being implemented and discuss potential solutions and actions to issues that may arise.

The Plan is a first step to addressing issues; as such it is the beginning of a process of planning, implementation and review. New actions may be added if the Governance Group deems it to be valuable to the overall success of the Trial.

Current situation for young people in Taumarunui

Taumarunui is situated in the centre of the North Island and is part of the Ruapehu District. 2,622 people usually live in Taumarunui Central. This is a decrease of 18 people, or 0.7 percent, since the 2001 Census.²

The Ruapehu District has a total population of 13,566. Of this population, 18.7% (2,538) are aged 12–24.³ The population is gradually decreasing in the Ruapehu District, with a 5.1% fall between 2001 and 2006, compared with national growth of 7.8%.⁴

² Statistics New Zealand 2006 Census

³ Ministry of Youth Development Youth Statistics <http://www.youthstats.myd.govt.nz/regional/index.html>

⁴ Statistics New Zealand 2006 Census



The table below shows the ethnic breakdown of the District, which is 60% European and 47% Māori.

Table 1: Demographic Data for Ruapehu District 2006⁵

Demographic	Amount
Total population	13,566
Population aged 12–24 years	2,538 (18.7%)
Ethnic Breakdown of total District population ⁶	
European	60%
Māori	47%
Pacific People	2%
Asian	2%
Other	8%

Ruapehu District residents are more deprived than most of the country's population.⁷ Statistics for Taumarunui reveal that 32% of people age 24 years or under live in households with real gross income less than 60% of the median household. 11% of families live in overcrowded houses.⁸ This has implications for youth outcomes.

Education⁹

There is one high school and six primary schools classified as within Taumarunui township area and a further ten primary schools located further outside Taumarunui. Taumarunui High School (THS) is a non integrated co-ed secondary school with a decile rating of two and a roll of 440 in May 2011. THS has had a period of great change in the past three-four years.

An issue of concern for Taumarunui is the large number of young people that leave the community on completion of their primary education to receive education at boarding schools in Hamilton and New Plymouth. This figure is approximately 25%. This is a legacy the current Principal and management team are working hard to rectify.

Truancy

THS and the primary schools strive to achieve the attendance rates set by the Ministry of Education, 94% for primary school and 92% for secondary schools. Actual attendance levels however, fall short. Average attendance at THS was 75% in May 2011. The rate varies greatly between the various school years, with lower attendance levels in the senior school. The average attendance rate for the primary schools who responded to the request (nine out of sixteen schools responded) was 93.8%.¹⁰

⁵ Ministry of Youth Development Youth Statistics <http://www.youthstats.myd.govt.nz/regional/index.htm>

⁶ Source: Statistics New Zealand 2006 Census. Please note some respondents see themselves as belonging to more than one ethnic group and so have been counted in each applicable group

⁷ The NZDep 2006 Index of Deprivation

⁸ Source: Statistics New Zealand 2006 Census

⁹ Source: Taumarunui High School 2011

¹⁰ Source: Taumarunui Primary Schools 2011

Educational attainment

In 2009, the percentage of Taumarunui school leavers with NZ Qualifications Framework qualifications was lower than the New Zealand average.

Table 2: Taumarunui High School leavers attaining qualification 2009¹¹

Percentage of school leavers with	Taumarunui school leavers	New Zealand school leavers (Decile 2)	New Zealand school leavers
NCEA Level 1 or above	76.2%	74.1%	85.9%
NCEA Level 2 or above	51.0%	55.3%	73.0%
University Entrance standard	19.6%	23.7%	45.8%

In the same year the percentage of school leavers enrolling in tertiary study was 38% for the Ruapehu District compared to 52% for New Zealand.¹²

Youth Statistics, a Statistical Profile of Young People,¹³ shows 40% of young people are still at school at age 17.5 years in the Ruapehu District, compared to the national average of 60.8%. In Ruapehu district 38.2% of young people gain NCEA Level 2 or above, compared to 62% in the rest of New Zealand. Therefore the students in Taumarunui, which is part of the Ruapehu District, are underachieving in comparison to the rest of New Zealand.

Alternative Education

Taumarunui High School has an Alternative Education (AE) facility, capable of educating 10 students at any one time. In 2010, 37 students attended AE throughout the year. Statistics show outcomes vary.

The number returning to mainstream school is positive – 16 students reintegrated in 2010. The number who stopped attending the AE facility and were referred to the NETS (Non Enrolled Truancy Service) is a concern (12 in 2010).¹⁴

Table 3: Alternative education outcomes for Taumarunui 2010¹⁴

Alternative education outcome status	Number
Detained in custody	2
Still in AE	6
Referred to tracing agency (NETS)	12
Returned to regular school	16
Completed schooling at 16	1
Total	37

¹¹ Source: Ministry of Education ECRE Section 2011

¹² Source: Ministry of Education 2009

¹³ Source: Ministry of Youth Development 2011 www.youthstats.myd.govt.nz

¹⁴ Source: Ministry of Education Central North Team 2011



Student retention

The percentage of students staying at school until age 17 is lower in Taumarunui (72.2%) than the New Zealand total, which is 81.1%.¹⁵

Unemployment/training

The current number of young people registered as unemployed in Taumarunui (within the age scope of the Social Sector Trial) is 15¹⁶. Eight of these, although classified as unemployed, are attending training. The activity, and actual number, of young people in between leaving school (16 years) and reaching 18 years (and therefore eligible for unemployment benefit) is not measured. These young people are potentially unoccupied.

Health

In the Ruapehu District, 31.3% of young people (age 15–19) are smokers compared to 18.8% nationally. Data specifically on youth health in Taumarunui is limited and represents a gap in information, in particular data on alcohol and drug usage.¹⁷

Youth crime

Crime by young people in Taumarunui has gradually been on the increase, from 127 apprehensions in 2005/2006, to 204 for 2009/2010. These statistics measure from age 12. In reality, children as young as nine are committing offences, often within the same family as older offenders.¹⁸ These statistics suggest a targeted approach on the family/whānau of the main youth recidivist offenders would have positive results, preventing younger siblings progressing and older offenders' crime increasing in frequency and extent. Youth crime in Taumarunui accounts for approximately 30% of all crime, the majority of which is young people reoffending.¹⁸

¹⁵ Ministry of Education ECRE Section

¹⁶ Source: Taumarunui Work and Income June 2011

¹⁷ Source: Ministry of Youth Development – www.youthstats.myd.govt.nz 2011

¹⁸ Source: NZ Police Taumarunui 2011

**Table 4: Apprehensions of persons aged 12 to 18 inclusive
selected scene station Taumarunui¹⁹**

	05/06	06/07	07/08	08/09	09/10
Acts intended to cause injury	8	16	20	21	20
Sexual assault and related offences	1	2	0	0	0
Abduction, harassment and other related offences against a person	2	1	3	5	3
Robbery, extortion and related offences	0	0	0	2	1
Unlawful entry with intent/burglary, break and enter	28	13	17	38	63
Theft and related offences	33	36	37	20	40
Fraud, deception and related offences	1	1	0	1	0
Illicit drug offences	14	6	3	15	15
Prohibited and regulated weapons and explosives offences	3	4	8	7	4
Property damage and environmental pollution	15	25	54	27	25
Public order offences	17	21	19	43	31
Offences against justice procedures, government security and government operations	4	5	9	4	2
Miscellaneous offences	1	2	1	2	0
Total	127	132	171	185	204

¹⁹ Source: NZ Police, National Office



Current community strengths and opportunities

Information gained from research²⁰ and community interface (as below) would suggest the following strengths and opportunities. These plus factors will be utilised in the Plan where possible, taking into account services that already exist.

The Plan has been developed in consultation with the community, via focus groups with young people, one to one discussion with young people, providers and government staff and public 'drop in' sessions. Community input has been encouraged at every level, with review via the local Governance Group.

Strengths/opportunities

The people and community of Taumarunui, strong community with good cultural relations.

Taumarunui has created many successful people, utilise these role models / knowledge base, particularly evident in the fields of creative arts, business and sport.

Taumarunui has a wealth of skill and potential for craft industries.

Ruapehu District Council has numerous unused buildings.

Strong commitment to iwi sporting events and competitions.

There are numerous clubs and sporting organisations operating in Taumarunui.

60% reintegration rate of alternative education students to mainstream education.

Employment available in early childhood education, nursing, social workers and aged care.
Need to align training with these opportunities.

Young people want to support and help their peers succeed.

Youth services offered by the Baptist and Anglican Church provide activity and somewhere to go, favoured by younger age bracket.

Central location to act as training hub for other rurally isolated communities.

Developing industries, for example tourism.

Under utilised subsidies for cadetships / apprenticeships.

Iwi development and Whānau Trusts collaborating to create sustainable land blocks. Educational scholarships and discretionary funding for young people who can trace their whakapapa back to the trust.

There is a willingness for stakeholders to work together to improve outcomes for youth.

Ruapehu District Council identify youth as an important part of their social wellbeing outcome in Long Term Community Consultation Plan (LTCCP).

Links with Canterbury create opportunities for employment in construction.

²⁰ Appendix one details current research, programmes and initiatives given consideration in the Plan

Issues and gaps

From discussions with providers, government employees, responses at the Community Response Forum and opinion from an environmental scanning exercise conducted with the Governance Group there are a number of issues and some gaps in service provision, it will be these issues the Plan will focus on addressing.

Issues and gaps

Community is fearful and mistrusting of young people, youth don't feel a sense of belonging or have a structured voice in the community.

Families are disengaged and disconnected with education and social service providers and seen as on opposite teams, there is intergenerational unemployment, alcohol/substance abuse and crime/gang culture. Family violence is apparent.

Alcohol and drug use is normalised and individuals don't understand or consider the implications and potential consequences.

Lack of confidence and self belief amongst young people.

Taumarunui is rurally isolated and there is little to do in the way of recreation for young people. There are insufficient activities and holiday programmes for young people to engage and keep busy. There is one youth centre, favoured by the younger age bracket.

Poverty is an issue and families cannot afford the items affluent young people take for granted i.e. books for school, lunches, internet.

Capacity in some fields is limited due to the difficulty of attracting the right skill level to live and work in Taumarunui.

It is difficult to state the number of young people (16–18 years) who are unproductively occupied and not in employment, education or training. There is a gap in recording young people between leaving school and potentially signing on for benefit at age 18. There are also young people under the age of 16 unoccupied and on NETS.

Alternative Education is able to educate 10 students at a time, while this is generous compared to other areas, the scheme struggles to cater for demand and ensure students get sufficient academic study.

Young people do not have the resources or support at home, i.e. internet, quiet space to study, to devote time to homework.



Issues and gaps

Alcohol and drug programmes are reactive as opposed to proactive and educational. Counsellors travel to Taumarunui to provide the service.

Options for young people transitioning from school to work are limited in number and employment is scarce. There is no trade training available. Traditional employment in farming and forestry is seasonal and has become more automated.

Taumarunui has developed a culture of sending youth out of town to boarding schools for secondary school education, creating a deficit.

Long term sustainability of youth activities which rely heavily on volunteer commitment.

Young people become disconnected and drop out of sport/clubs between primary and high school and on completion of high school.

There are a number of providers and government agencies in Taumarunui working hard and offering a range of services, supports and opportunities to youth. However they appear to operate mainly in isolation with minimal coordination due to workload, protecting own business and lack of opportunities for collaboration.

Social Workers in Schools (SWIS) are effective in the primary schools but are not available at the High School. The Guidance Counsellor works well with the students, however there is not the scope to work in the community with parents. In many cases the issue is with parents/caregivers, who are unable to offer the necessary direction and support.

Aim of the plan

This Plan is for all young people in Taumarunui aged 12–18 years.

We want to ensure young people in Taumarunui have the necessary skills, support and opportunities to keep them on positive pathways.

This Plan aims to coordinate current programmes and services, introduce some new thinking and build on work to date to ensure the following outcomes are met:

- decreased truancy
- decreased offending by young people
- decreased use of alcohol and other drugs by young people
- increased participation by young people in education, training and employment.

As a result of these interactions a Youth Voice group has been established to ensure consultation with the youth population is ongoing.

Resources

Additional financial resources available for the Social Sector Trials will be utilised to support new initiatives and programmes and to provide activities and events for the young people.

NZ Police in Taumarunui, in response to the Social Sector Trials, is recruiting a Police Youth Coordinator to work on projects related to reducing youth offending. The Governance Group will also review the need for a general youth coordinator to be employed to work with the more senior element of the target group and to further the Plan.

Strategy

A Strategy Day, convened in May 2011, enabled the Governance Group to come together and agree on the way forward.

Vision

Te Pae Matau – Extraordinary Peaks, Extraordinary Achievements.

Mission

All Youth/Rangatahi with their whānau are stepping forward to success.

Values

- Kotahitanga – united and committed.
- Manaakitanga – sharing and caring.
- Whanaungatanga – whānau relationships, sharing and cooperation, honesty, respect, quality, openness.
- Mana – the capacity to enable equity, integrity and passion to exist and the determination to make a positive sustainable difference.



Strategic goals and link to the Plan

There are eight strategic goals which contribute to reducing truancy, youth offending, young people’s use of alcohol and other drugs and increasing young people’s participation in education, training and employment.

The links to Plan are detailed below:

Youth of Taumarunui are learning, growing and engaged in the opportunities that will allow them to succeed.

How will this look	Corresponding action/milestone
No young person falls through the gap.	<p>Research to identify young people not involved in education, training or employment in Taumarunui (16–18 years).</p> <p>Research to identify young people not involved in education (12–16 years).</p>
All young people are exposed to training, growth and development opportunities.	<p>Homework club.</p> <p>Careers Roadshow.</p> <p>Successful mentor seminars.</p> <p>Youth voice group.</p> <p>Enterprise training and mentoring.</p> <p>Explore future opportunities for training and employment.</p>
Efforts are made to tailor to the needs of Māori/Pacific students through Ka Hikitia/MoE Māori Strategy devised initiatives such as Student Engagement Initiative (SEI), Te Kotahitanga and localised iwi / MoE programmes.	Taumarunui iwi/education initiative.
Young people want to stay on in school and feel they are gaining useful skills.	<p>Service Academy.</p> <p>Trade Academy.</p>
When young people leave school there are new routes and opportunities for work.	<p>Clear pathways and transitions for 16–18 year olds.</p> <p>Mayors Taskforce for Jobs.</p>

Youth of Taumarunui are safe, valued, supported and seen as positive contributors to the community and future leaders.

How will this look	Corresponding action/milestone
Young people feel safe and protected at school, home and in the community.	Peer support at school. Youth involvement in Neighbourhood Support. Junior Whakakotahitanga. Positive mentors. Recreational activities.
Adults see the positive contribution young people make to the community.	Neighbourhood Support. Graffiti eradication for community. Youth Volunteer Programme.

Youth of Taumarunui will have someone significant/important in their life that is firm but supports and cares for them.

How will this look	Corresponding action/milestone
Someone who cares for them and looks out for their needs.	Programmes to support parents – intensive support for youth offenders and their family, truancy support. Youth Coordinator. Youth worker training. Breakfast Club. Peer Support Initiative. Volunteer support at High School.
Support and understanding for families /whānau who are off track and need help.	Strengthening Families. Interagency/education approach to truancy. Intensive wrap around programme of support for youth recidivist offenders and their family. Parent/caregiver drug info session.



Taumarunui families/whānau are supported to achieve their full potential.

How will this look	Corresponding action/milestone
Stakeholders work together and in unison with the family to support and assist.	Drug information seminars for adults. Strengthening Families. Interagency collaboration with regard to truancy and youth repeat offending. Alcohol and other Drug (AoD) counsellor forum.

Youth of Taumarunui are resilient, confident, proud and resourceful and are excited that they have a future, and are excited by that future.

How will this look	Corresponding action/milestone
Youth are educated to understand risks and opportunities. Youth are able to formulate own view and feel good about themselves.	Truancy communication campaign. Student peer support. Truancy DVD. Educational programmes – Doing the right thing, Burglary Free a partnership approach, DARE, Tag Free Kiwi, R u Over It, Students Against Driving Drunk (SADD), Dare to Drive. Recreational activities. Successful mentor seminars.

Youth of Taumarunui will excel in all sectors of their wellbeing and have access to quality healthcare.

How will this look	Corresponding action/milestone
Young people and caregivers know where to go for help and support. There is education to help young people make educated decisions and to understand the implications of alcohol and substance use.	Truancy communication campaign. Student peer support. Parent/caregiver drug info session. Alcohol/Drug counsellors' forum. SADD. AoD survey to research youth opinion. Easily accessible info.

Youth of Taumarunui have a choice of activities to pursue in their free time.

How will this look	Corresponding action/milestone
Activities to promote fitness mentally and physically and to keep young engaged to reduce harm from anti social behaviour and habits.	Survey of youth opinion on recreation. Promote and market recreation activities and events. SADD.

Youth of Taumarunui have the opportunity to pursue their educational potential and access to meaningful employment opportunities.

How will this look	Corresponding action/milestone
There is a sufficient variety and number of developmental, training and employment opportunities and the community is aware of them.	Successful mentor seminars. Youth Volunteer Programme. Careers Roadshow. Homework Club. Service Academy. Trade Academy. Tertiary Plans. Youth Voice Group. Iwi /education collaboration. Mayors Taskforce for Jobs.

Linkages

A stocktake document was considered during the formation of the strategy and in the action planning document. In reality, activity that was already taking place is part of the actions of the Plan, issues identified and objectives set are already being addressed in many different ways through the actions of central and local government, through NGOs, Trusts, business, community and family. This Plan simply adds to that mix and aims to fill some of the gaps and to address needs through better coordination and collaboration.

This Plan and the Governance Group have taken on board research conducted on youth issues (appendix one). The Plan, therefore, sits alongside a number of key government strategies and documents. The Plan is focused on social interventions for young people and their families and for all players involved to work smarter.

Notable work taking place in Taumarunui includes the work Ministry of Education is undertaking with the three iwi in Taumarunui, Positive Behaviour for Learning that will be available to schools in Taumarunui, Whanganui Iwi Vision 2020, the Ngati Maniapoto Rangatahi Strategy 2009, Ruapehu District Council's Long Term Plan, the Mayors Taskforce for Jobs, Strengthening Families, Police Education and proactive Police youth aid work and the planning for the Community Response Plan (Ministry of Social Development). In addition there are many individuals working hard on the ground.



Actions

Decrease truancy

Strategic goals

- young people in Taumarunui will have someone significant/important in their life that is firm and supports and cares for them.
- Taumarunui families/whānau are supported to achieve their full potential.

Action	Timeframes/milestones	Responsibility/lead
Prevention		
Community support for reducing Truancy	By February 2012, design a truancy communications campaign for the period February 2012 – April 2012	Ministry of Social Development (MSD) and Truancy Working Group
	By February 2012, reinstate/promote Truant Free Zone	Enterprising Taumarunui Incorporated, Truancy Officer and MSD
Encourage school attendance	By October 2011, design and implement a truancy competition with prizes for attendance of over 95%	Truancy Working Group and MSD
	By January 2012, review truancy competition	
	By October 2011, establish a twice per week breakfast club at High School	Truancy Officer, MSD, Taumarunui High School
Youth peer encouragement	By February 2012, design a Peer Support Initiative at Taumarunui High School	Taumarunui High School Student Council, MSD, Ministry of Youth Development
	By February 2012, provide student council with training	
	By May 2012, review term one (February – April of 2012) of peer support initiative	
	By November 2011, produce a DVD by ex-truants for truant students and their families	Digital Media Teacher Taumarunui High School
Measures to make truancy difficult	By September 2011, pilot a text messaging alert service at Taumarunui High School	Truancy Officer, Taumarunui High School, MSD
	By December 2011, review service	
Analyse, identify trends and report to Principals	By November 2011, truancy reports are provided to principals per term for presentation to Board of Trustees to aid school specific solutions	Truancy Officer

Action	Timeframes/milestones	Responsibility/lead
Prevention		
Increase engagement between families and schools to increase understanding of importance of education and to encourage a joint approach to educating children	<p>By December 2011, increase spread of Taumarunui High School newsletter</p> <p>Between September 2011 and December 2012, organise two events with 20 parents/ caregivers and teachers to break down barriers and encourage mutual respect and understanding</p>	Taumarunui High School Health Team (Health Promoting School)
Intervention		
To develop an interagency, integrated approach to address Truancy	<p>By March 2012, develop the interagency approach and Memorandum of Understanding</p> <p>By March 2012, agreement formed with Strengthening Families re: referrals and participating agencies invited and advised</p> <p>By March 2012, first meeting to have taken place</p> <p>Review and enhance at two months (May 2012) and six months (November 2012)</p>	NZ Police, Ministry of Education, Chair of Principals Committee, Central King Country Rural Education Activities Programme (CKC REAP) and MSD
Uniform school approach to managing non-attendance	By November 2011, devise a uniform response to managing non-attendance	Ministry of Education, Truancy Working Group, Truancy Officer, MSD
Localise role of District Truancy Service	<p>By July 2011, new truancy officer in place</p> <p>By August 2011, develop truancy officer procedures</p> <p>By August 2011, have identified work programme and devised actions with implementation in September 2011</p> <p>By June 2012 review and enhance</p>	Taumarunui High School, MSD



Decrease offending in young people

Strategic goals

- young people in Taumarunui are safe, valued, supported and seen as positive contributors to the community and future leaders.
- young people in Taumarunui will have someone significant/important in their life that is firm and supports and cares for them.

Action	Timeframes/milestones	Responsibility/lead
Prevention		
Promote educational programmes to schools	By December 2012, deliver 'Burglary Free: a Partnership Approach' to 90 primary students and 30 secondary students	NZ Police Youth Education Service and Neighbourhood Support
	By December 2012, deliver 'Doing the Right Thing' to 160 primary students and 60 secondary students	NZ Police Youth Education Service
	By December 2012, deliver 'Tag Free Kiwi' to 150 primary students and 40 secondary students	
	By February 2013, Taumarunui High School Academy to undertake two community projects (one per calendar year 2012/2013) on graffiti eradication	Ruapehu District Council and Taumarunui High School
Increase young people's contribution to the community	By December 2012, have 80 young people signed up to Neighbourhood Support Groups (40 in 2011 and 40 in 2012)	Neighbourhood Support/ NZ Police
Students Against Driving Drunk (SADD) Programme	By December 2011, design Taumarunui SADD programme	Taumarunui High School Health Team (Health Promoting Schools) and Horizons Regional Council
	By February 2012, establish a committee with a chairperson and secretary	
	By April 2012, support two young people to attend SADD national conference	
	By December 2012, hold two SADD events (one by June 2012 and one by December 2012)	

Action	Timeframes/milestones	Responsibility/lead
Intervention		
Programmes to intervene and change behaviour/attitude once young people come to Police attention	By December 2012, hold two Junior Whakakotahitanga family violence programmes with 10 participants on each programme	NZ Police Family Violence Coordinator
	By February 2013, hold two 'Dare to Drive' responsible driving courses with 20 participants on each course (referred by Police)	NZ Police – Youth Aid Service, Youth Education Service and Youth Coordinator
Intensive programme of support for youth recidivist offenders and whānau	By August 2011, form a youth offending team	NZ Police – Youth Aid Service, Police Youth Coordinator, Youth Offending Team and MSD
	By September 2011, develop a programme of support for youth recidivist offenders and whānau	
	By February 2013, have delivered the programme to 15 (total) young people, (five young people by July 2012, 10 by November 2012 and 15 by February 2013)	



Decrease use of alcohol and other drugs

Strategic goals

- young people in Taumarunui are resilient, confident, proud and resourceful and are excited that they have a future, and are excited by that future.
- young people in Taumarunui will excel in all sectors of their wellbeing and have access to quality healthcare.

Action	Timeframes/milestones	Responsibility/lead
Prevention		
Educational programmes on consequences of alcohol and other drugs for youth, parents and community	By December 2012, deliver 'Dare to Make a Choice' to 200 primary school students (with delivery to 100 student by December 2011)	NZ Police – Youth Education Service and Police Youth Coordinator
	By December 2012, deliver 'Dare Reducing the Harm' to 30 high school students	NZ Police
	By November 2012, provide two Drug information evenings for parents/caregivers/ community with 30 attendees (one session to be delivered by November 2011)	
	By February 2012, SADD is operating in Taumarunui	Taumarunui High School Health Team (Health Promoting School (HPS) and Horizons Regional Council
Local Research on Alcohol and Other Drugs (AOD)	By August 2011, conduct a survey of 250 young people seeking information on their usage and views of AOD	MSD and Taumarunui High School Health Team (Health Promoting Schools)
Limit supply of alcohol and marijuana	By December 2012, undertake three Controlled Purchase of Alcohol Operations (CPO) (one in 2011 and two in 2012)	Police supported by Waikato DHB Population Health
	By July 2012, commence a collaborative health promotion project targeted at addressing the supply of alcohol and other drugs from family and older friends	Waikato DHB Population Health
	By October 2012, provide two sets of information in Neighbourhood Support Newsletter to 350+ homes to encourage reporting of drug related activity (one email drop in 2011 and one in 2012)	Neighbourhood Support NZ Police
	By 15 August 2012, two six monthly public health activity reports (around the projects relating to CPOs, SADD, HPS and Project to address supply of AOD from family and older friends) will be forwarded to Governance Group (one by 15 February 2012 (excluding family and friends project) and one by 15 August 2012)	Waikato DHB Population Health

Action	Timeframes/milestones	Responsibility/lead
Intervention		
Promote existing AoD counselling services and ensure accessibility and coverage	By August 2011, create network between Care NZ, Taumarunui Counselling Service, DHB and Kokiri Trust to improve information sharing opportunities	Care NZ, Taumarunui Counselling Service, Kokiri Trust, Waikato DHB, MSD
	By October 2011, develop and produce 200 brochures to provide information and create awareness of AOD services and referral methods	MSD
	By June 2012, review coverage of AOD services for youth in Taumarunui to enable equitable access for young people in alternative education (via Care NZ) (any required changes will occur via the reprioritisation of services with existing providers)	Waikato DHB and CareNZ
	By June 2012, review coverage of AOD services for young people in Taumarunui in the Maniapoto Training Agency to enable equitable access, any required changes will occur via the reprioritisation of services with existing providers	Waikato DHB and Maniapoto Training Agency
	By June 2012, promote and support utilisation of Youth AOD services in Taumarunui which can be accessed via South Waikato Child & Youth (C&Y) cluster, Taumarunui Community Kokiri Trust and Care NZ.	Waikato DHB, Governance Group
	By July 2012, Waikato DHB to provide copies of Care NZ and Taumarunui Community Kokiri Trust's four quarterly reports to the Governance Group (these are due 20 November 2011, 20 January 2012, 20 April 12, 20 July 2012)	Waikato DHB
	By March 2012, review the utility of the quarterly reports above and consider alternative reporting options	Waikato DHB



Increase participation in education, training and employment

Strategic goals

- young people in Taumarunui have the opportunity to pursue their educational potential and access to meaningful employment opportunities.
- young people in Taumarunui are learning, growing and engaged in the opportunities that will allow them to succeed.

Action	Timeframes/milestones	Responsibility/lead
Prevention		
Identify young people not involved in Education, Training or Employment in Taumarunui (16–18 years)	By September 2011, review all 2008, 2009 and 2010 leavers from Taumarunui High School and 2007 primary school leavers to ascertain their current Education, Training and Employment status	Education, Training and Employment Action Group.
	By October 2011, utilise information to contact young people and encourage engagement in education, training or employment	Work and Income – Specialised Youth Case Manager, Ruapehu District Council, MSD
	By November 2011 and November 2012, develop plans for Taumarunui High School student leavers not progressing to further education, training or employment	Taumarunui High School
Identify young people not involved in education (12–16 years)	By April 2012, identify young people aged 12–16 not in education	Education, Training and Employment Action Group
	By June 2012, develop a means to re-engage young people in an educational activity	
Encourage young people to remain in education	By December 2012, develop a proposal for a Services Academy	Ministry of Education Taumarunui High School
Homework club	By March 2012, provide the opportunity for 10 young people to attend after school home work club twice a week	Education, Training and Employment Group and Youth Worker
	By May 2012, review homework club pilot	

Action	Timeframes/milestones	Responsibility/lead
Events: Careers roadshow Successful mentor seminars/workshops	By July 2011, identify additional exhibitors. Assist with marketing to create awareness in community	Taumarunui High School, ATTO, Education, Training and Employment Action Group
	By April 2012, devise and organise a series of four motivational/influential seminars with a minimum of 20 attendees per seminar	Education, Training and Employment Action Group
	By December 2011, run four workshops 'Growing Employment Potential' related to the creative arts with a total of eight participants per workshop	Te Waka Pu Whenua
Promote equity of learning: Taumarunui iwi/ education initiative	By December 2011, complete development of iwi / school training package for participating school Board of Trustees	Ministry of Education/three iwi in Taumarunui
	By February 2012, commence roll out with four schools in Taumarunui	
Alternative Education (AE)	By February 2013, provide 10 alternative education students with exposure to two industry related experiences (e.g workplace visits)	Education, Training and Employment Group
Develop new routes to work	By December 2011, mentor 10 young people into employment, training or education via the 'Youth in Employment' programme as part of Mayors Taskforce for Jobs. 10 job opps packages available	Ruapehu District Council, MSD
	By October 2011, provide a business enterprise competition for all year nine and ten students at Taumarunui High School	Taumarunui High School and Enterprising Taumarunui Incorporated
	By July 2011, develop a proposal for a Trade Academy	Ministry of Education, Taumarunui High School
	By March 2012, develop a volunteer programme 'Help Yourself – Help Your Community' for a minimum of five young people	Ruapehu District Council Mayors Taskforce for Jobs, Ruapehu Community Support Trust, MSD
	By September 2012 commence programme	



Action	Timeframes/milestones	Responsibility/lead
Explore future opportunities for training and employment	By December 2011, have conducted research with four Māori Land blocks to provide cadetships	Manager Work and Income
	By March 2012, have conducted research with 120 employers to ascertain current and emerging staff skill requirements and emerging opportunities	Enterprising Taumarunui Incorporated

Support collaboration, coordination and communication

Values

- the values of the Governance Group as a team working to improve outcome for young people in Taumarunui are evident in all areas of the operational plan. Our values are: Kotahitanga – united and committed, Manaakitanga – sharing and caring, Whanaungatanga – cooperation, honesty, respect, quality and openness, Mana – the capacity to enable equity, integrity and passion to exist and the determination to make a positive sustainable difference.

Action	Timeframes/milestones	Responsibility/lead
Collaboration/Coordination		
Training to benefit capacity of community	By April 2012, provide the opportunity for one individual to complete a Parenting provider course	Governance Group and MSD
	By December 2012, provide a minimum of two Ministry of Youth Development training workshops to 10 individuals involved in youth work (one in 2011 and one in 2012)	Ministry of Youth Development
Develop and maintain youth services stock take document	By December 2012, update stocktake six monthly (December 2011, June 2012, December 2012)	MSD
Coordination of activities and youth support	By August 2011, review need for creating a youth activities coordinator/worker position	Governance Group
	By November 2011, develop and market a programme of recreational activities, including one event per quarter with a minimum of 30 young people and one sport/recreational activity per fortnight with a minimum of ten people	Governance Group, Youth Coordinator and Youth Voice Group
	By November 2011, commence programme By November 2012, review schedule and redesign if necessary	



Action	Timeframes/milestones	Responsibility/lead
Communication/Consultation		
Youth consultation	From July 2011, ensure Youth Voice Group meet a minimum of quarterly	MSD
	By August 2011, have completed a survey with 250 young people on alcohol and other drugs	MSD, Taumarunui High School Health Team
	By October 2011, have completed a survey with 200 young people on recreation activities and events	Youth Coordinator, MSD, Youth Voice Group
	By September 2011, establish a Youth Voice Taumarunui Facebook for promotion of activities and to aid discussion and feedback	
	By December 2011, have 50 'likes' on site and by December 2012 have 100 'likes' on site	
Community/public consultation	Commencing July 2011, attend monthly community networking sessions	MSD
	Commencing July 2011, publish Trials related story in Ruapehu Press every two months	
	Commencing July 2011, publish quarterly inserts in Ruapehu Neighbourhood Support newsletter	
	By September 2011, Youth Plan to be available on the website of the Ruapehu District Council	
Governance Group meetings	From July 2011, Governance Group to meet monthly	Governance Group Chair
Inform the Community Response Forum on youth issues	From December 2011, six monthly updates on recommendations around youth from consultation with youth, community, stakeholders	MSD, local community response individual
Establish a process to ensure that Ruapehu District Council are kept informed and engaged with regards to plan delivery	From December 2011 update the Ruapehu District Council regularly (December 2011, July 2012, December 2012)	MSD, CE of Ruapehu District Council

Please note:

- There are a range of additional support services provided to young people that do not feature by name in the Plan; however they will be integral to the overall vision.
- A number of the programmes and initiatives mentioned in the Plan are existing, the time frame will therefore state July 2011 as this is the start date for the Plan, in reality they may have been operating for some time.



Appendix 1 – Research

Research/information given consideration in the Plan includes:

Document	Key components relating to this Plan
<p>Evaluation of the District Truancy Service Aug 2009 Martin Jenkins</p>	<ul style="list-style-type: none"> attendance targets should be set by school and reviewed quarterly. Truancy should be reported to the Board of Trustees beneficial for schools to share information on families Rock on initiative working well in areas and helpful in diagnosing underlying reasons for truant behaviour. Rock On stands for Reducing Our Kids Offending Now. Examining the underlying causes of truancy through an inter agency approach at monthly meetings. students most at risk in year nine and ten beneficial for Truancy Officers to network and share best practice with other officers and to work with the wider community nature and role of Truancy officer has widened and current resourcing does not reflect this if reason for truancy is lack of relevance of school, supplement attendance with other options, for example part time apprenticeships, short term work experience preferable for Truancy Officer to be co located with other services/agencies.
<p>Future Ruapehu Long Term Plan 2009 – 2019 Ruapehu District Council</p>	<p>The community outcomes section details the council’s plans to be:</p> <ul style="list-style-type: none"> an advocate for a community that provides excellent role models, good parenting, careers, life skills guidance for youth an advocate, provider and facilitator for a community that provides excellent activities and facilities for youth.
<p>Youth ‘07 The Health and Wellbeing of Secondary Schools Students in New Zealand</p>	<ul style="list-style-type: none"> strong connections to people are very important to a young person’s health and well being healthy and positive environments are important to student achievement at school and wellbeing having a close and caring relationship with a parent is an important predictor of health/wellbeing student engagement is an important element of health and wellbeing most adult smokers start smoking in teen years having friends and socialising is an essential part of adolescence. Friends provide support and a sense of belonging it’s important young people get involved in their community.

Research/information given consideration in the Plan includes:

Document	Key components relating to this Plan
Improving Outcomes for Young People in Counties Manukau Plan of Action 2006	<ul style="list-style-type: none"> • multiple and interrelated adverse social, economic and family conditions underlie the formation of youth gangs and incidence of youth crime • factors that contribute to poor outcomes for young people include: poverty, parental disengagement, parenting practices and support, motivational issues for young people, disengagement from formal education and a lack of engagement with support services • research has shown prolonged youth inactivity may result in negative outcomes • role of youth workers was to mentor and support and to deliver structured activities for young people and refer them and their families to the services they need.
Big Brothers Big Sisters (BBBS) Mentoring Programme	<p>BBBS is worldwide organisation, with a BBBS NZ for age 7 to 17.</p> <p>Involves matching young with old to provide positive stable and independent role models.</p> <ul style="list-style-type: none"> • referrals from agencies and direct from families • it's a friendship on a regular basis, an hour per week • when a young person is isolated from positive adult mentors, their peer group becomes their key influence • it isn't just for at risk youth • it's not about counselling or changing behaviour • research states mentored youth are less likely to take drugs, use alcohol and skip school, and are more confident at schoolwork and get along better with families.
Youth Centres: Attributes of Effectiveness. MYD 2010	<ul style="list-style-type: none"> • a Youth Centre is an open access, universal service for all young people • youth Centres can play an important preventative role, for young people with difficult personal or domestic circumstances the centre is a place they can meet safely and obtain support • it is hard for a youth centre to produce positive outcomes without good youth workers • evidence for youth centres making a positive difference is mixed. Outcomes for young people are improved through structured activities at the youth centre • effectiveness depends on integrated provision and offering a holistic approach. Effective youth centres provide: somewhere to go, something to do, some space of their own and someone to talk to.



Research/information given consideration in the Plan includes:

Document	Key components relating to this Plan
<p>Ministry of Youth Development (2009)</p> <p>Structured Youth Development Programmes. A Review of Evidence.</p>	<ul style="list-style-type: none"> • young people have four environments, peers, family, school or work and community. A negative experience in one can be counteracted by positivity in the others. However family is the most powerful at all stages of adolescent development • youth workers are important in providing supportive relationships, especially if young person does not have positive parents • in opportunity-poor settings, youth development programmes may well represent a primary source of positive developmental opportunities. <p>The question is ‘who is likely to make a poor transition to adulthood without support?’</p> <ul style="list-style-type: none"> • a youth development programme such as NZCC/YSC can most usefully help contribute to participants aspiring to a positive life, identify their particular path, connecting with positive people, instil knowledge, identify next steps and increase motivation • a strengths based approach sees young people as being ‘at potential’ as opposed to ‘at risk’, takes a holistic approach, takes an ecological view and has the dual focus of enhancing young people’s protective factors and building capacity to resist risk factors • the activities included in a youth development programme are important as the means by which the young people are attracted. The vehicle by which the youth gain access to the people / experiences that facilitate desired outcomes • for positive youth development to occur, programme needs supportive adult relationships, peers that support healthy behaviours, feel a sense of belonging, develop sense of mattering, develop positive values, build skills and confidence and feel a commitment to community • effective Youth Development Programmes have as many of the following as possible, high aspirations for the young people, well planned and high quality activities, skilled / empathetic staff, deliberate learning environment, meaningful involve young people and enable young people to make decisions, clear expectations of behaviour, culturally appropriate, provide support and safety and have links with family, school and community • programme can be short or long, however mentoring needs to be ongoing over a period • comprehensive personal planning and meaningful goal setting is critical to long term success • for young people on the cusp, a well timed, well designed and well delivered youth development programme that firmly anchors them to a positive setting could make the difference between a positive trajectory versus negative trajectory.

Research/information given consideration in the Plan includes:

Document	Key components relating to this Plan
Maniapoto Māori Trust Board. Maniapoto Hauora Health Report 2009	<ul style="list-style-type: none"> • 61% of Maniapoto are 29 years and under with a median age of 22 years • young Māori are disproportionately represented in accidental death rates, suicide rates and hospitalisation due to self injury than non Māori • the leading cause of death 1998 – 2004 was external causes, 33 percent (4) were recorded as road traffic accidents and 58 percent (7) as intentional self-harm or assaults • barriers include the lack of relevant educational and promotional material, and appropriate (for example Māori-specific) information (Bryant & Campbell 1996; Crengle 2000; Health Waikato 2001) • rangatahi expressed concern about violence, gangs and drug and alcohol misuse in the community and wanted physical safety addressed • local solutions needed to be designed for local needs.
Youth Development Strategy Aotearoa 2002 – Ministry of Youth Affairs	<p>The strategy examines how Government and Society can support young women and men 12–24 years.</p> <p>It identifies the principles of Youth Development as:</p> <ul style="list-style-type: none"> • youth development is shaped by the big picture • youth development is about young people being connected • youth development is based on a consistent strengths (protective) based approach • youth development happens through quality relationships • youth development is triggered when young people fully participate • youth development needs good information.
Maniapoto Māori Trust Board Implementation Plan: For the development of the Ngati Maniapoto Rangatahi Strategy 2009	<p>Mission Statement – Rangatahi need to be engaged in educational opportunities be supported and encouraged by peers and elders to have a strong identity.</p> <p>Maniapoto Rangatahi strategy involves a different way of thinking and working. It requires:</p> <ul style="list-style-type: none"> • positive role models and mentors • educational opportunities • support to strengthen identity • opportunities to explore many possibilities.



Research/information given consideration in the Plan includes:

Document	Key components relating to this Plan
<p>Youth '07 Students Who Truant: What makes a Difference</p>	<ul style="list-style-type: none"> • students with emotional or behavioural problems are much more likely to truant than students without such problems • most students – those with low to moderate emotional or behavioural problems – are less likely to truant from schools where students get on well together, join in activities beyond the classroom, and feel part of the school. School policies which enhance this climate of connection and engagement are likely to reduce truanting • students with high level of emotional and behavioural problems are likely to truant from any type of school. For these students, targeted mental health services are needed to provide treatment.
<p>Good Practice in Alternative Education (AE) Sept 2010 Education Review Office</p>	<p>An evaluation of six AE providers, to identify the good practices that supported students' education in these settings.</p> <p>Critical success factors include:</p> <ul style="list-style-type: none"> • the quality of relationships between staff and students • the use of curriculum that matched the individual needs of students • importance of high quality teachers, with skills in developing literacy, numeracy and life skills • the passion and compassion of AE staff • the ability of staff to have students aspire for a positive future • an ability to address the wide range of social and educational needs of students • relationships with schools, whānau/families.
<p>Ruapehu Tertiary Education Focus Group. Training Needs Analysis of the Ruapehu District Area. November 2006</p>	<p>The report identified:</p> <ul style="list-style-type: none"> • there was not enough skilled labour available locally • the majority of school students surveyed said they intended to move away from the area (57%), with 43% moving away for educational reasons • only a quarter of school students plan to go straight into a job or apprenticeship and of these over half plan to move out of the area to do this • if the region can offer some good job / apprenticeship opportunities there is scope to keep the students in the area • in terms of employment / recruitment school students identified a wide range of jobs / apprenticeships they were thinking of doing, with the most popular being building, followed by farming, mechanics and engineering. Hairdressing and joining the military were choices for some students.

Research/information given consideration in the Plan includes:

Document	Key components relating to this Plan
New Foundations: Taumarunui Community Needs Survey Results June 2003 – TMN Baptist Church	<p>The purpose of the survey was to identify Taumarunui communities greatest needs and priorities</p> <ul style="list-style-type: none"> • the main strength identified was the environment • weaknesses identified include lack of employment, lack of youth activities and lack of leadership • the priorities identified include employment creation, people wanting to live in a growing town, better services and choice and tertiary options.
Ruapehu Unique, United and Active, A physical activity strategy and implementation plan for the people of Ruapehu 2008	<p>Youth focused activities in the strategy and implementation plan included:</p> <ul style="list-style-type: none"> • a focussed effort on creating school – club links for young people aged 15–18 years • an event notice board to publicise activities / events • easy access to information on physical activity opportunities and promotion • examining the potential to enhance existing physical activity hubs.



We want to ensure

***young
people***

in ***Taumarunui*** have the necessary
skills, support and opportunities
to keep them on

***positive
pathways.***