



**TREE
HOUSE**



Code of Practice **Self-Review Report**

TEO information

TEO Name	Tree House Services Limited			MoE number	7851
Code contact	Name	Sufia Farooq		Job title	Head of Educational delivery, development and performance
	Email	Sufia.farooq@solomongroup.ac.nz		Phone number	
Current enrolments	Domestic learners	Total #	35	18 y/o or older	24
				Under 18 y/o	11
	International learners	Total #	n/a	18 y/o or older	#
				Under 18 y/o	#
Current residents	Domestic learners	Total #	n/a	18 y/o or older	n/a
				Under 18 y/o	n/a
	International learners	Total #	n/a	18 y/o or older	n/a
				Under 18 y/o	n/a
Report author(s)	Sufia Farooq				

Action plan update - Organisational structures to support a whole-of-provider approach to learner wellbeing and safety (2022- 2023)

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success	Update
Outcome 1: A learner wellbeing and safety system	Qualitative data for students' complaints and incidents to be available easily for all staff to access.	Operation Manager	October – Met (updated)	The details about complaints incidents and accident will be available to all staff, the link will be included in the incident and accident procedure	Updated Policy and procedure	Completed
	The information about the incident and hazard register is circulated to all relevant staff	Education Manager	October	Updated procedure – circulated by Compliance Manager Email to all tutors – Education Manager	Staff and tutor feedback	Completed
Outcome 2: Learner voice	Tutors require further PD sessions/resources on bullying discrimination	Education Manager	Now	Link for workshop sent on 28 th August Education Manager to follow up with tutors and gain feedback – next session	Tutor feedback Programme Manager feedback Tauira feedback	Completed

Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success	Update
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Supporting learners with dyslexia and upskilling tutors Update QMS – Incident and accident procedures by including publishing requirements in accordance to the new code requirements	Education and tutorial team Education Manager	2024 October 2024	Dyslexia Awareness workshop – August Understanding dyslexia workshop with Mike Style – October Gain dyslexia-friendly quality mark with Ako Update QMS document	Gain accreditation with Ako Aotearoa – Dyslexia friendly quality Mark Tutor and student feedback Survey feedback Updated QMS document Staff feedback	Completed QMS documents updated
	Develop a disability action plan (however it's not required by TEC to submit a disability action plan since we don't meet the funding threshold)	Education Director/CEO	October 2024	Update QMS document	Updated document Staff feedback	Disability and dyslexia policy and procedure completed
Outcome 4: Learners are safe and well	Build more networks to access more transitional housing. Information about mental	Learner success Manager Programme/Site Manager	2024 October	Learner success Manager to work with external stakeholders to ensure there are transitional housing for our taurira To update the notice	Tutor and student feedback Survey feedback	Ongoing

	health first aiders- site specific to be included in Notice board			board with the information about mental health first aiders	Student and tutor feedback	Some sites yet to be updated
	Cultural competency training for all staff	Māori and Pasifika strategy team	Ongoing	Training on Te whare tapa wha and marae visit – completed. Cultural competency workshop on Tikanga practices and Pasifika cultural competency.	Staff voice	Ongoing

Tree House definition for Critical incident and Complaints

A critical incident is any notifiable incident, illness, injury, or death that has occurred within our facilities. This encompasses situations such as:

- In the event of someone losing their life at our premises
- Hospitalisation for severe injury or illness: When an individual requires immediate admission to a hospital due to a significant injury or severe illness that has occurred at our premises (incident due to condition of the work site/practical event, the way the work activity is organised)
- Immediate and substantial risk to health and safety: Instances where an unanticipated or uncontrolled incident occurred at our premises, such as a building collapse, gas leak, or explosion, places an individual's health and safety in immediate jeopardy.

In summary, a critical incident involves notable events, injuries, or fatalities occurring on our premises, including death resulting from our actions or any activities that has been taken has led to these notifiable events. In such situations, we will be reporting to WorkSafe immediately in accordance with the Tree House incident and accident reporting procedures.

Reference - <https://www.worksafe.govt.nz/notifications/what-events-need-to-be-notified/#lf-doc-39637>

Complaints and critical incidents reporting and publishing data in your self-review report (nzqa.govt.nz)

Critical incidents 2023

In 2023 and so far in 2024 there have been no critical incidents that were notifiable events. We will continue to monitor risks, promote awareness, and provide a safe and secure environment for our taura.

Complaints

In accordance with the **Tree House** policy, should a student encounter any concerns or problems that persist even after an informal complaint meeting and procedure have been attempted, the next step is to elevate the matter to the Programme Manager by submitting a formal complaint. This formal complaint process entails completing the required documentation and following Tree House complaints procedure.

A problem or grievance is recorded as a formal complaint if it escalates to the Programme Manager or directly to the DRS or NZQA.

Complaints 2023

Over the course of the year 2023 and so far in 2024, we have received the below complaints and they have been resolved.

Year	Nature of complaint	Update
July 2024	Education – reporting results	Resolved
August 2024	Not related to education	Resolved

Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level of understanding and practice for each outcome, based on the continuum provided in Appendix 1.

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Rating
Outcome 1: A learner wellbeing and safety system	Well implemented / Implemented / Developing / Early stages
Outcome 2: Learner voice	Well implemented / Implemented / Developing / Early stages

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented / Implemented / Developing / Early stages
Outcome 4: Learners are safe and well	Well implemented / Implemented / Developing / Early stages

Summary of performance under each outcome

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
<p>Outcome 1: A learner wellbeing and safety system</p>	<p>Tree House Services Limited is an NZQA-accredited private training provider in Auckland and Wellington. We specialise in foundation-level training for those interested in the hospitality, retail, and security industries.</p> <p>We focus on helping learners gain essential skills, confidence, and a positive attitude for sustainable employment and future education.</p> <p>Guided by the principle "ka mahi, ka ora" (to work is to live), we provide a supportive, culturally inclusive learning environment, with Māori and Pasifika advisory groups to assist our students. We honour Te Tiriti o Waitangi by promoting Te Reo Māori and Tikanga Māori practices with our taura.</p> <p>Our staff receive ongoing professional development to ensure high-quality outcomes. We support our learners' well-being from enrolment through completion and embed our strategic pillars in our action plans for continuous improvement.</p> <p>We take all necessary measures to support their wellbeing throughout their time at our premises, from the initial enrolment process to the completion of their programme.</p> <p>Our strategic plan is built on five pillars:</p> <ol style="list-style-type: none"> 1. Grow through Partnership – Collaborate with community and industry partners. 2. Develop Powerhouse Teams – Promote diversity and inclusion. 3. Own Employment – Empower learners toward meaningful employment. 4. Super Serve Participants and Employers – Prioritize learner and employer satisfaction with a supportive environment. 5. Be Guardians of Excellence – Commit to quality and continuous improvement. 	<p>The first impression survey that was conducted in 2024 (16 students responded to the survey)</p> <ul style="list-style-type: none"> • 100% taura have either agreed or strongly agreed that the enrolment process was easy. • 87% taura have either agreed or strongly agreed that they have got everything they needed from the recruitment interview before they start. • 87% taura have agreed or strongly agreed that they have been given information about the pastoral care code. • 100% taura have either agreed or strongly agreed that Tree House have made it easy to settle in the first few days. • 100 % taura have either agreed or strongly agreed that they have flexibility and proactive supports for their wellbeing. • 93% taura have either agreed or strongly agreed that the learning environment is safe and physically

Our Strategic Pillars. Tē Tōia, Tē Haumatia.



Our strategic plan, developed with input from stakeholders, is shared with staff and reviewed quarterly. We uphold Te Tiriti o Waitangi principles through protection, partnership, and participation with our learners (Taurira), staff (kaimahi), and external partners.

Key Support Practices:

Recruitment Team Support: Support from enrolment team

Induction (Mihi whakatau): Conducted by recruitment, program manager, and tutor. The induction covers program details, safety, career pathways, attendance expectations etc.

Individual Learning Plans: Tailored plans that align with the Te whare tapa wha framework.

Professional Development: Staff receive regular professional development.

External Support: Partnerships with organisations like the Early Response Team, Te

supportive (e.g., physically and emotionally)

- 93% taurira have either agreed or strongly agreed that their induction included: being shown facilities, use of equipment, Health and Safety, the evacuation procedure and introductions to class members and staff

Student Rep Hui:

The recent student rep hui revealed high satisfaction with the pastoral, health and safety, and other support services offered.

Professional Development Conducted (2023–2024):

- Dyslexia Awareness
- Learning Differences
- First Aid Training
- Mental Health First Aid Refresher
- Fire Warden
- Forklift Training
- Pathways Awarua with Ako
- Internal PD – Disability Support and Moderation:
- Internal PD – Dyslexia Strategies, Policies, Teaching Practices

External PD:

- Neurodiversity in Secondary Schools

	<p>Mahia Community Village, and Kiwi Harvest provide emergency housing, food parcels, and financial help.</p> <p>Learner Success Coaches: we have an on-site Learner success coach who provides one-on-one support to our learners.</p> <p>Publication and Communication: We ensure all relevant and current information is provided to our learners and our marketing materials are updated accordingly.</p> <p>Māori and Pasifika Support: Advisors offer cultural guidance, best practices, and mentorship for Māori and Pasifika learners.</p> <p>Risk Management: We have effective policies and procedures in place to actively identify, address, and eliminate risks and/or hazards.</p>	<ul style="list-style-type: none"> • Online PD – Disability Confidence: Achieve eLearning
<p>Outcome 2: Learner voice</p>	<p><i>Strategic goals and plans aligned to the outcome – Grow through partnership- Whanaungatanga.</i></p> <p>We strive to ensure that our taura feedback is heard and that their feedback and opinions are taken into consideration. The results of the surveys are shared with the appropriate staff and Programme Managers, and any necessary actions are monitored closely. All survey data is analysed and made available for any relevant staff to view.</p> <p>We have an open-door policy, so students know who to contact for support or to make complaints. All policies and the complaints process related to academic conduct are displayed in every classroom. We follow the Te Whare Tapa Whā framework for well-being, document any issues in complaints register, and escalate high-risk items to the Executive team for prompt resolution.</p> <p>We take steps to keep students' information confidential and uphold their mana and privacy.</p>	<p>We are confident that we have well-implemented practices to understand and respond to diverse learner feedback and well-being safety needs that uphold their mana and autonomy.</p> <p>The survey feedback analysis shows that</p> <ul style="list-style-type: none"> • 100% taura have either agreed or strongly agreed Tree House is an inclusive environment free from racism and discrimination and connects us socially and culturally • 100% taura have either agreed or strongly agreed there is flexibility and proactive supports for my wellbeing (student support)

		<ul style="list-style-type: none"> • 100% of taurira have agreed that the atmosphere in campus is good. <p>Tutor Feedback: Code Session 2024 Health and safety are prioritised in the classroom, with discussions and forms completed before offsite visits. Tutors educate students on health and safety practices.</p> <p>Student rep hui minutes: Student rep hui is held fortnightly/monthly on an ongoing basis and feedback from the hui is discussed and actioned.</p>
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Wellbeing and safety practices for all tertiary providers

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	<p>Strategic goals and plans aligned to the outcome - Guard excellence- Kaitiakitanga and Develop Powerhouse Teams- Pukengatanga</p> <p>We provide safe, supportive, and accessible physical environments to all by ensuring all taura needs are considered and met. We provide Kaitiakitanga (excellence, guidance and protection) to all our Taura and kaimahi by implementing and following the best practices.</p> <p>We prioritise the safety of our physical learning environment by implementing strong security measures, conducting regular safety drills, and controlling building access with a coded lock system. Our courses cater to diverse learner needs, promoting collaboration, respect, and healthy practices, while tutors receive training in areas like de-escalation and neurodiversity.</p> <p>We are in the final stages of obtaining the Dyslexia-Friendly Quality Mark, demonstrating our commitment to supporting dyslexic learners with tailored teaching approaches and assistive technologies. Additionally, we have in-house mental health first aiders for student support and provide a well-equipped digital environment with laptops and learning resources.</p>	<p>We are confident that we have well-implemented processes and procedures in place to manage physical and mental health through information and advice and identify and respond to learners who need additional support.</p> <p>Survey feedback include:</p> <ul style="list-style-type: none"> • 100% taura have either agreed or strongly agreed that The Māori culture was evident through the use of Te Reo Māori. • 100% taura have either agreed or strongly agreed that Tikanga Māori was evident e.g. showing respect, not sitting on tables etc. • 92.86% taura have either agreed or strongly agreed that the learning environment is safe and supportive e.g. physically and emotionally etc. • 100% of taura have either agreed or strongly agreed that I have been supported to meet my physical and mental health e.g. Te Whare Tapa Whā (Physical, Emotional, Mental, Spiritual)

		etc.
<p>Outcome 4: Learners are safe and well</p>	<p>Strategic goals and plans aligned to the outcome - Guard excellence- Kaitiakitanga and Rangatiratanga – Own employability.</p> <p>We keep our learners safe by</p> <ul style="list-style-type: none"> • Keeping them informed about policies and procedures. • Ensuring learner voices are heard. • Having an open-door policy for our learners • Ensuring all required resources are available to our learners including links and contact details for external organisations. • Our tutors are supported to identify any support taura needs and escalate them to the related team for support. • The information is displayed on walls and notice boards. • Using various channels to obtain taura feedback surveys, learner voice and feedback from stakeholders. • Ensure our taura receive support for their personal needs. • Support with travel assistance and employment • Promoting physical and mental health well-being in class • Proactive monitoring and responsive well-being and safety practices. • Supporting learners with learner differences and any disability <p>We aim to create an environment where every learner feels valued, respected and safe.</p> <p>We strive to create an environment where all learners can thrive and have equal opportunities to succeed in their educational journeys.</p>	<p>We are confident that we have well-implemented process and procedures in place to keep our learners safe and well. Our organisation has implemented excellent practices and procedures to ensure the success of our students</p>

Findings from gap analysis of compliance with key required processes

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Identified gaps in compliance with key required processes
Outcome 1: A learner wellbeing and safety system	To provide well-being and safety awareness and promotion topics on safe health and mental health literacy and promoting drug and alcohol awareness.
Outcome 2: Learner voice	Ensure all new and current staff promptly escalate any informal minor issues or complaints to escalate to appreciate internal management. Better tracker to ensure that student concerns within student rep meetings are address and solved each month, which can be reported at the following rep meeting.

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Training to staff on accessing Wisenet file notes to get an understanding of any learners with disability – to monitor and provide support with any disabilities. Update the website and charter once we receive Disability Friendly, Quality Mark Update relevant policies and procedures
Outcome 4: Learners are safe and well	Learner guide to complaints – The information to be updated in the programme handbook and posters to be available in all classrooms

Summary of action plan

Include information on how actions will be monitored for implementation and success.

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 1: A learner wellbeing and safety system	To provide well-being and safety awareness and promotion topics on safe health and mental health literacy and promoting drug and alcohol awareness.	Education team and tutorial team	April 2025	Create and circulate resources on mental health literacy, drug, and alcohol awareness, including fact sheets, posters, and presentations Invite guest speakers	Taura and staff feedback
Outcome 2: Learner's voice	Ensure all new and current staff promptly escalate any informal minor issues or complaints to escalate to the relevant authority.	Programme Managers	November 2024	Train staff to escalate informal issues to relevant authorities. Document all complaints for transparency	Near-miss incident reports
	Have a better tracker to ensure that student concerns within student rep meetings are address and solved each month, which can be reported at the following rep meeting.	Programme Managers	End of November 2024	Monitor and manage action plan	Student rep hui – New tracker

Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Training to staff on accessing Wisenet file notes to get an understanding of any learners with disability – to monitor and provide support with any disabilities.	Education team	End of November	Conduct additional training Wisenet	Feedback from staff
	Update the website and charter once we receive Disability Friendly, Quality Mark.	Marketing	End of November	Post receiving Qual Mark	Updated website and charter
	Update relevant policies and procedures – Dyslexia and Disability	Compliance	Completed	Reviewed every year	Updated policies and procedures
Outcome 4: Learners are safe and well	Learner guide to complaints – The information to be updated in the programme handbook and posters to be available in all classrooms	Education and compliance	December 2024	Programme handbooks – updated - Implemented Classrooms posters	Updated documents and posters