

Code of Practice Self-Review Report 2025



Tree HOUSE

Tool E: self-review report template

Use this optional template to shape your summary self-review report on your self-review of performance against the requirements of the Code.

If your organisation does not provide student accommodation and/or is not a Code signatory, **remove the parts** in this tool relating to **Student Accommodation (Outcomes 5-7)** and/or **International Tertiary Learners (Outcomes 8-12)**.

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 #	21	18 y/o or older	5
				Under 18 y/o	16
	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				

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 2025

In 2024 and so far in 2025 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 tauira.

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 2025

Over the course of the year 2023 and so far in 2024, we have received the below complaint, and it has been resolved.

Year	Nature of complaint	Update
April 2025	Education – COA license	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)
Outcome 1: A learner wellbeing and safety system	<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 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>At Tree House, we believe in the holistic development of our learners. Our dedicated staff undertake ongoing professional development to ensure teaching and support services meet the highest standards. We are committed to continuous improvement, integrating our strategic pillars into all planning and operations to achieve positive outcomes for our participants, their whānau, and the wider community.</p> <p>From enrolment through to programme completion, we take every step necessary to uphold the wellbeing, safety, and success of our learners. By building strong, collaborative partnerships with industry, community groups, and support services, we ensure that our taura are well-equipped to thrive in employment and in life.</p> <p>Our strategic plan is built on five pillars:</p> <ul style="list-style-type: none"> • Grow through Partnership – Collaborate with community and industry partners. • Develop Powerhouse Teams – Promote diversity and inclusion. 	<p>The first impression survey that was conducted in 2025 (18 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. • 94% taura have either agreed or strongly agreed that they have got everything they needed from the recruitment interview before they start. • 75% taura have agreed or strongly agreed that they have been given information about the pastoral care code. • 81% taura have either agreed or strongly agreed that Tree House have made it easy to settle in the first few days. • 94% taura have either agreed or strongly agreed that they have flexibility and proactive supports for their wellbeing. • 88% taura have either agreed or strongly agreed that the learning environment is safe and physically

- Own Employment – Empower learners toward meaningful employment.
- Super Serve Participants and Employers – Prioritise learner and employer satisfaction with a supportive environment
- Be Guardians of Excellence – Commit to quality and continuous improvement

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 (Tauira), staff (kaimahi), and external partners.

Key Support Practices:

Recruitment Team Support: Our dedicated recruitment and enrolment team provides guidance and assistance throughout the initial stages, ensuring learners are well-

supportive (e.g., physically and emotionally)

- 94% tauira 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 (2025):

- Dyslexia Awareness
- Introduction to neurodiversity
- First Aid Training
- Mental Health First Aid Refresher
- Fire Warden
- De-escalation
- Forklift Training
- Internal PD – Moderation:
- Internal PD – Dyslexia Teaching Practices and teaching methodologies

	<p>informed and supported.</p> <p>Induction (Mihi whakatau): The induction is conducted by the recruitment team, programme manager, and tutors. This session covers key areas such as programme structure, safety procedures, career pathways, attendance expectations, and learner responsibilities, fostering a strong sense of belonging from day one.</p> <p>Individual Learning Plans: Tailored plans that align with the Te whare tapa wha framework.</p> <p>Professional Development: Our staff engage in regular professional development to ensure teaching and learner support practices remain current, effective, and culturally responsive.</p> <p>External Support: We collaborate with external organisations such as the Early Response Team, Te Mahia Community Village, and Kiwi Harvest to connect learners with emergency housing, food parcels, and financial assistance when required.</p> <p>Learner Success Coaches: An on-site Learner Success Coach provides individualised, one-on-one support, helping learners overcome barriers, set achievable goals, and stay on track toward success.</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: Robust policies and procedures are in place to identify, manage, and eliminate potential risks or hazards. We take a proactive approach to maintaining a safe and supportive learning environment for all.</p>	
Outcome 2: Learner voice	<p><i>Strategic goals and plans aligned to the outcome – Grow through partnership-Whanaungatanga.</i></p> <p>We are committed to building strong, trusting relationships with our learners (tauirā) through open communication, collaboration, and respect. Guided by the principle of</p>	<p>We are confident that we have well-implemented practices to understand and respond to diverse learner feedback and well-being safety needs</p>

	<p>Whanaungatanga, we recognise that authentic partnership with our learners is essential for continuous improvement and educational success.</p> <p>Commitment to Learner Voice: At Tree House, we value the voice of our learners and actively seek their feedback to enhance programme delivery, teaching quality, and overall learner experience. We ensure that all tauira have opportunities to express their views, share experiences, and contribute to shaping our programmes and support systems.</p> <p>Feedback and Continuous Improvement: Learner feedback is gathered through regular surveys, focus groups, classroom discussions, student rep hui and informal conversations with tutors and support staff. The results of these surveys are reviewed by Programme Managers and leadership teams, and findings are shared with relevant staff to identify strengths, address concerns, and implement meaningful changes.</p> <p>All feedback data is recorded, analysed, and made available for review to promote transparency and accountability. Action plans are developed where required, and outcomes are monitored to ensure that learner suggestions are heard and actioned.</p> <p>Open Communication and Support: We maintain an open-door policy, ensuring learners always know who to contact for guidance, support, or to raise concerns. Policies and procedures relating to academic conduct, behaviour, and complaints are made easily available to all learners and included in learner handbooks for easy access.</p> <p>Wellbeing and Cultural Responsiveness: We follow the Te Whare Tapa Whā framework to support the holistic wellbeing of our learners. This approach recognises the importance of balance across physical (taha tinana), mental (taha hinengaro), spiritual (taha wairua), and family/social (taha whānau) dimensions. When issues arise, they are documented in the complaints register, and any high-risk or urgent matters are escalated promptly to the Executive Team for resolution.</p>	<p>that uphold their mana and autonomy.</p> <p>The survey feedback analysis shows that</p> <ul style="list-style-type: none"> • 88% tauira have either agreed or strongly agreed Tree House is an inclusive environment free from racism and discrimination and connects us socially and culturally • 94% tauira have either agreed or strongly agreed there is flexibility and proactive supports for my wellbeing (student support) • 93% of tauira have agreed that the atmosphere in campus is good. <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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	<p>Confidentiality and Mana:</p> <p>We take all necessary steps to protect the confidentiality of learner information, ensuring their mana, dignity, and privacy are upheld throughout all processes.</p> <p>We take steps to keep students' information confidential and uphold their mana and privacy</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 are committed to providing safe, supportive, and accessible learning environments where every tauira's needs are recognised and met. Guided by the principles of Kaitiakitanga (guardianship, excellence, and protection) and Pukengatanga (developing skill, capability, and strength), we uphold best practices to ensure the wellbeing and success of both our tauira and kaimahi.</p> <p>Our organisation prioritises safety and wellbeing across all physical and digital spaces. We maintain secure learning environments through strong security measures, regular emergency drills, and controlled building access using coded entry systems. These measures ensure that every learner and staff member can engage confidently in their educational journey.</p> <p>Our programmes are designed to accommodate the diverse learning needs of our tauira, promoting collaboration, inclusiveness, and respect. Tutors receive ongoing training in areas such as de-escalation techniques, neurodiversity awareness, and inclusive teaching practices, ensuring that our classrooms remain positive and responsive learning spaces</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"> • 94% tauira have either agreed or strongly agreed that The Māori culture was evident through the use of Te Reo Māori. • 82% tauira have either agreed or strongly agreed that Tikanga Māori was evident e.g. showing respect, not sitting on tables etc. • 88% tauira have either agreed or strongly agreed that the learning environment is safe and supportive e.g. physically and emotionally etc. • 88% of tauira 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>We are proud to have achieved the Dyslexia-Friendly Quality Mark, recognising our commitment to creating an inclusive learning environment for learners with dyslexia. This accreditation reflects our dedication to implementing tailored teaching strategies, assistive technologies, and support systems that enable all learners to thrive.</p> <p>In addition, we have trained mental health first aiders available on site to support learners' wellbeing and provide immediate assistance when needed. To further enhance accessibility and engagement, we offer a well-equipped digital learning environment, including laptops, online learning resources, and technical support to ensure every learner has the tools they need to succeed.</p>	
<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>At Tree House, we are dedicated to creating a safe, inclusive, and empowering learning environment where all tauira feel respected, valued, and supported to reach their potential. Guided by the principles of Kaitiakitanga (guardianship, protection, and excellence) and Rangatiratanga (self-determination and ownership), we uphold the highest standards of care, integrity, and educational practice.</p> <p>We keep our learners safe by</p> <ul style="list-style-type: none"> • Provide clear information about all relevant policies, procedures, and learner rights, ensuring that each tauira understands their responsibilities and the support available to them. 	<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>

	<ul style="list-style-type: none"> • Promote the learner voice through ongoing feedback mechanisms, including surveys, forums, and one-on-one discussions, ensuring that learner perspectives are heard, valued, and used to inform continuous improvement. • Maintain an open-door policy, offering learners easy access to tutors, programme managers, and support staff whenever they need advice or assistance. • Ensure accessibility to essential resources, including learning materials, digital tools, and contact details for external organisations that offer housing, health, or financial support. • Equip tutors to identify learner needs, with clear escalation processes for wellbeing or academic concerns so that learners receive timely and appropriate support. • Collect and review feedback from tauira, employers, and stakeholders to identify trends, monitor outcomes, and strengthen the quality of teaching and support practices. • Offer holistic wellbeing support, including pastoral care, travel assistance, and help with employment preparation and placement. • Promote physical and mental wellbeing through class discussions, awareness initiatives, and engagement with wellbeing services. 	
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	<ul style="list-style-type: none"> • Implement proactive monitoring and responsive wellbeing practices to address issues early and ensure learners feel secure and supported. • Provide support for learners with differences and disabilities, ensuring inclusive access to learning through adaptive strategies and assistive technologies 	
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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 ongoing training on Te Tiriti o Waitangi and Tikanga practices and wellbeing and safety awareness and promotional topics.
Outcome 2: Learner voice	Incident and accident reports outcomes to be circulated to the wider team
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	Update relevant policies and procedures Recruitment tracker must include information about medical/special needs or learning needs for tutors to provide individualised support
Outcome 4: Learners are safe and well	Update all relevant information in line with the new NZQA requirements for learner complaints, Ensure these updates are reflected on the website, notice boards, and in the programme handbook.

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 ongoing training on Te Tiriti o Waitangi and Tikanga practices PD on wellbeing and safety awareness and promotional topics.	Education team and tutorial team	Feb 2026 June 2026	Create and circulate resources on mental health literacy, drug, and alcohol awareness, including fact sheets, posters, and presentations External guest speakers on Te Tiriti O Waitangi principles	Tauira and staff feedback
Outcome 2: Learner's voice	Incident and accident reports outcomes to be circulated to the wider team	H and S rep	November 2026	Circulate the link with the outcome with the wider team	Tauira and staff feedback

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	Recruitment tracker must include information about medical/special needs or learning needs for tutors to provide individualised support	Recruitment team	Next intake	Recruitment staff training Updating the tracker and sending it to the wider team	Feedback from staff
	Update relevant policies and procedures	Compliance	Ongoing	Reviewed every year	Updated policies and procedures
Outcome 4: Learners are safe and well	Update all relevant information in line with the new NZQA requirements for learner complaints, Ensure these updates are reflected on the website, notice boards, and in the programme handbook.	Education and compliance	December 2025	Programme handbooks – updated - Implemented Classrooms posters	Updated documents and posters