



# **SOUTH PACIFIC ISLANDS INSTITUTE**

**NZQA - Code of Practice**

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**SPII 8952 - Self-review  
Report**

**2024**

## TEO information

TEO Name	South Pacific Islands Institute			MoE number	8952
Code contact	Name	Jaimee Wihongi		Job title	Manager
	Email	jaimee@spii.co.nz		Phone number	078461076
Current enrolments	Domestic learners	Total #	# 55	18 y/o or older	#8
				Under 18 y/o	#47
Current residents	Domestic learners	Total #	#0	18 y/o or older	#0
				Under 18 y/o	#0
International	International learners	Total #	#0	18 y/o or older	#0
				Under 18 y/o	#0
Report author(s)	Jaimee Wihongi				

	Summary of performance	How do you know?
<b>Outcome 1: A learner wellbeing and safety system</b>	<ol style="list-style-type: none"> <li>1. SPII reviewed its strategic goals set in 2023 to ensure they proactively supported the wellbeing and safety of all ākonga and gave effect to the learning outcomes we identified as priorities by our stakeholders</li> <li>2. SPII reviewed its processes for learner wellbeing and safety to ensure it supported a holistic approach. <ol style="list-style-type: none"> <li>a. timely communications about emerging concerns</li> <li>b. ongoing training in relation to achieving learner wellbeing</li> <li>c. an effective emergency response plan</li> <li>d. contributes and honours Te Tiriti o Waitangi.</li> <li>e. information readily, available and accessible</li> </ol> </li> <li>3. SPII reviewed its previous consultation methods and stakeholder engagement processes, ensuring a proactive approach to gather input from a diverse range of key stakeholders. This broadened the scope of perspectives used to inform decisions and strengthen planning.</li> </ol>	<p>SPII has developed systems, policies and procedures to proactively support learner wellbeing and safety.</p> <ul style="list-style-type: none"> <li>• SPII Strategic Plans and Mission</li> </ul> <p>The following health and safety management plans have been developed:</p> <ul style="list-style-type: none"> <li>• SPII Health and Safety Management System (including risk management)</li> <li>• Incident and Accident reporting system</li> <li>• Emergency evacuation plan</li> <li>• Fire Safety Plan</li> <li>• First aid certificates</li> <li>• Wellbeing Support procedures</li> </ul> <p>The following operational practices and planning:</p> <ul style="list-style-type: none"> <li>• Weekly staff meeting</li> <li>• academic and operations calendar</li> <li>• enrolment process</li> </ul> <p>Quality Assurance Annual Reviews - ongoing</p> <ul style="list-style-type: none"> <li>• QMS review and policy review</li> <li>• Academic calendar</li> <li>• Compliance calendar</li> <li>• Assessment and Moderation calendar</li> <li>• Programme review</li> <li>• Self-Review The Code review</li> </ul> <p>Professional Development</p> <ul style="list-style-type: none"> <li>• Weekly staff week meetings</li> <li>• Management meetings</li> </ul>

		<ul style="list-style-type: none"> <li>• External consultation</li> <li>• Review of policy and procedures</li> </ul> <p>Stakeholder engagement</p> <ul style="list-style-type: none"> <li>• ākonga - student meetings, student interviews, surveys, group discussions and informal meetings.</li> <li>• Stakeholders - Informal and formal meetings, emails, group discussions.</li> </ul> <p>Publication requirements where relevant</p> <ul style="list-style-type: none"> <li>• Students - Student handbook, information posters on campus, website, brochures</li> <li>• Staff - Staff handbook, Student handbook, information posters on campus, website</li> <li>• General public (whanau and other stakeholders) - website and brochures, information around campus.</li> </ul>
	<b>Identify the gaps in compliance with key required processes.</b>	<b>Closing the gaps through strengthening existing processes and/or creating new ones.</b>
	<ol style="list-style-type: none"> <li>1. In consultation with stakeholders, we identified the following gaps in our strategic documents: <ol style="list-style-type: none"> <li>a. The strategic priorities needed to be amended to be more reflective of the success indicators and a learner centred approach</li> <li>b. Our mission statement, success indicators and strategic priorities needed to be presented in a format that was easier to engage with and more accessible for stakeholders to view</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. In consideration of consultation and the data gathered: <ol style="list-style-type: none"> <li>a. Strategic priorities were amended to ensure they aligned with our success indicators and our mission statement and over all pointed to our learner centred approach</li> <li>b. Changes to the framework were enacted with the goal of making the document easier for stakeholders to engage with and more accessible</li> <li>c. We consulted on the effectiveness of the changes as a post survey with the same stakeholders. Further edits were made</li> <li>d. We posted the document on our website as well as making hard copies available</li> </ol> </li> </ol>

	<p>2. Process gaps:</p> <ul style="list-style-type: none"> <li>a. Staff were not always following data collection requirements to capture student needs</li> <li>b. There were incidents suggesting staff needed upskilling in dealing with diversity</li> <li>c. Because of the critical nature of following physical and sexual safety protocols, more regular training was needed</li> <li>d. Gaps existed in staff competency in mental health literacy</li> <li>e. Staff needed more training in the emergency response plan</li> <li>f. Relationships with community agencies and relevant government departments were weak</li> </ul>	<p>2. professional development topics scheduled included:</p> <ul style="list-style-type: none"> <li>a. They were competent in keeping and interpreting the data required to monitor learner and teacher success in achieving outcomes</li> <li>b. Staff were alert to how they made space for diversity; both diversity in cultural context and diversity in learning</li> <li>c. Staff were familiar with and followed safety protocols to prevent physical and sexual violence and how to support a culture of disclosure</li> <li>d. Wellbeing awareness was promoted through professional development around mental health literacy, suicide prevention, drug and alcohol awareness</li> <li>e. Familiarity with the emergency response plan (including the critical incident registers)</li> <li>f. Invitations to relevant community partners in order to strengthen relationships and improve emergency response capacity</li> </ul>
	<b>Stage of implementation for each outcome / Rating</b>	
	Well implemented / <b><u>Implemented</u></b> / <b><u>Developing</u></b> / Early stages	

	<b>Summary of action plan</b> <i>(How actions will be monitored for implementation and success.)</i>				
	<b>Action/s to be taken</b>	<b>Owner</b>	<b>Review schedule</b>	<b>Plan for monitoring implementation</b>	<b>Measures of success</b>
	-Further consultation and review of strategic documents -Calendaring of professional development topics and execution	-manager and external consultant	biannually and when required	-staff meetings -professional development calendar and action plan	-All stakeholders feel the format and content is accessible and representative of SPII's learner centred approach. Students are demonstrating success indicators. Staff are implementing strategic priorities  -Professional development is contributing to responsive wellbeing and safety.

	Summary of performance	How do you know?
<b>Outcome 2: Learner Voice</b>	<p>Maintaining relationships with diverse learners and consulting widely in order to develop, review and improve learner wellbeing and safety goals, plans and practices</p> <ol style="list-style-type: none"> <li>1. An annual review of relational practices between staff and akonga that contributed to SPII's wellbeing and safety goals was undertaken.</li> <li>2. Providing resources to learners and communities that enable them to participate in making decisions</li> <li>3. Work with learners on how to make complaints, ensuring the process is easy to access with the removal of any barriers (e.g. language, wifi, fear of reprisal, etc.) and the offer of bringing a support person</li> <li>4. Ensure learners know the process for handling complaints including pathways for taking complaints further if the provider does not accept the complaint</li> <li>5. Report complaints annually specifically;               <ol style="list-style-type: none"> <li>a. number, nature and outcome of complaints, including student experience with the process</li> </ol> </li> </ol>	<p>SPII has the following systems, policies and procedures to proactively support learner voice.</p> <p>SPII has a feedback and engagement policy and procedure to ensure diverse input is collected, enabling informed decisions that benefit both the programme and its learners.</p> <p>Feedback engagement with students, whanau, and stakeholders.</p> <ul style="list-style-type: none"> <li>• Informal and formal discussions</li> <li>• student interviews</li> <li>• Surveys</li> <li>• Group discussions</li> <li>• embedded into learning</li> </ul> <p>Enrolment process - From initial enrolment through to transition into other pathways, ākonga and stakeholders are kept informed in a timely and accessible manner, supporting informed decision-making and ensuring transparency of information.</p> <p>SPII Complaint policy and procedure ensures learner voice is upheld by providing a safe and accessible process for concerns to be raised, addressed, and used to drive continuous improvement that reflects learner needs and experiences.</p> <p>Accessibility and information to seek further advice - Dispute Resolution Scheme</p>

		<ul style="list-style-type: none"><li>Information posters around SPII campus to inform learners of the process</li><li>Student handbook provided to learners - includes how to seek resolutions outside of SPII</li><li>QR codes directly linked to external sources.</li></ul>			
	<b>Identify the gaps in compliance with key required processes.</b>	<b>Closing the gaps through strengthening existing processes and/or creating new ones.</b>			
	<ul style="list-style-type: none"><li>Further professional development is required in de-escalation strategies and in building and maintaining effective teaching and learning relationships.</li><li>SPII identified a need to strengthen learner understanding of their right to be heard by providing clearer, accessible information on what a complaint is, how to make one, and the support available.</li></ul>	<ul style="list-style-type: none"><li>De-escalation professional development organized for all staff to participate with and external consultant contracted to deliver relational professional development over 3 sessions</li><li>Strengthen learner awareness of their rights and the complaint process through clear guides, multiple safe channels, regular reminders, staff support, and visible outcomes</li></ul>			
	<b>Stage of implementation for each outcome / Rating</b>				
	Well implemented / Implemented / <b><u>Developing</u></b> / Early stages				
	<b>Summary of action plan</b> (How actions will be monitored for implementation and success.)				
	<b>Action/s to be taken</b>	<b>Owner</b>	<b>Review schedule</b>	<b>Plan for monitoring implementation</b>	<b>Measures of success</b>
-Plan and hold professional development -Follow up that staff have completed review of de-escalation strategies in their practice.	manager	Monthly and when required.	Staff meeting	All staff have completed the training and implemented strategies into practice.	



	Summary of performance	How do you know?
<b>Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments.</b>	<ol style="list-style-type: none"> <li>Reducing harm to learners from racism, bullying, harassment and abuse through               <ol style="list-style-type: none"> <li>creating an environment that supports acceptance and connection and a collective responsibility for each other</li> <li>policies and practices that encourage a culture of inclusivity</li> </ol> </li> <li>Teaching learners how to effectively respond to discrimination               <ol style="list-style-type: none"> <li>encourage an environment where students can share their views safely</li> <li>use appropriate Maori and Pasifika language to support divers learners connection to their cultures</li> </ol> </li> <li>Support learners through their studies by               <ol style="list-style-type: none"> <li>oversight of achievement and gaps</li> <li>regular korero with students about issues affecting their ability to achieve in the classroom</li> <li>advice on further academic pathways</li> </ol> </li> <li>Practices for ensuring safe physical environments and digital spaces               <ol style="list-style-type: none"> <li>involve learners in the design of safe physical and digital environments</li> <li>consult with Maori</li> </ol> </li> </ol>	<p>SPII has the following systems, policies and procedures in place to proactively support a safe, inclusive, and accessible physical and digital learner environment.</p> <p>SPII's physical space is designed to encourage welcoming, comfortable, and spaces relevant to learners' needs.</p> <p>SPII discrimination, bullying and harassment policy and procedure.</p> <p>SPII Values</p> <p>Professional development</p> <ul style="list-style-type: none"> <li>Implement systemic approach to ensure learner safety and inclusiveness through the Ngahere Narrative developed by the Ministry of Education - Recognise, Respond and Restore. <i>“every ākonga deserves to be treated with respect and fairness regardless of age, disability, or ethnicity”</i></li> <li>culturally inclusive and safe teaching practices</li> </ul>
	<b>Identify the gaps in compliance with key required processes.</b>	<b>Closing the gaps through strengthening existing processes and/or creating new ones.</b>
	<p>Further professional development is required to implement meaningful and impactful strategies to address discrimination, bullying and harassment.</p>	<p>Ongoing professional development ensures our staff have the knowledge, skills, and confidence to prevent and address discrimination, bullying, and harassment, fostering a safe, inclusive environment where all learners can thrive.</p>

	SPII identified a need to strengthen its flexible learning environments to reach more learners.		Develop new programmes that offer more than one method of teaching delivery.		
	Stage of implementation for each outcome / Rating				
	Well implemented / Implemented / <b>Developing</b> / Early stages				
	Summary of action plan (How actions will be monitored for implementation and success.)				
	Action/s to be taken	Owner	Review schedule	Plan for monitoring implementation	Measures of success
-Plan and hold professional development -develop and offer more variety of flexible and accessible learning.	Manager	quarterly and when required.	Staff meeting	SPII offer flexible and accessible learning options such as online learning, part time etc	

	Summary of performance	How do you know?
<b>Outcome 4: Learners are safe and well</b>	<ol style="list-style-type: none"> <li>1. Practices to enable students to seek support for their wellbeing and safety (responding to abuse and housing, food, clothing needs) <ol style="list-style-type: none"> <li>a. services through provider and community</li> </ol> </li> <li>2. Promoting physical and mental health awareness <ol style="list-style-type: none"> <li>a. experiences for learners to improve physical and mental health</li> <li>b. practices that help learners improve their physical and mental health</li> <li>c. information about how students can access medical and mental health services through the provider and the community</li> <li>d. steps students can take to report concerns for their peers</li> </ol> </li> <li>3. Responsive wellbeing and safety practices <ol style="list-style-type: none"> <li>a. up to date contact details for each student of their nominated person</li> <li>b. processes for contacting that nominated person to prevent or lessen a serious threat to the students life and health</li> <li>c. process for learners to raise concerns about themselves or others in confidence</li> <li>d. identifying learners at risk of self-harm and/or harm by others and pathways for assisting them, including keeping them safe from others</li> </ol> </li> </ol>	<p>SPII has systems, policies, and procedures in place to proactively support learners' physical and mental health by providing information through:</p> <p>The enrolment process helps establish a meaningful, caring, and inclusive approach to meeting learners' overall needs through conversations, enrolment forms, and feedback from whānau, caregivers, and stakeholders.</p> <p>The student handbook provides learners with clear information on available physical and mental health supports, how to access them, and resources to promote overall wellbeing.</p> <p>SPII's Student Achievement tracking and Hauora support system proactively monitors learners. (learners at risk for non-completion and wellbeing and safety)</p> <ul style="list-style-type: none"> <li>● Student information tracking <ul style="list-style-type: none"> <li>○ Master sheet of detailed information about each learner</li> </ul> </li> <li>● Student tracking achievement</li> <li>● Triage system for attendance, achievement and wellbeing needs.</li> <li>● Stakeholder support services</li> </ul> <p>Education (knowledge and understanding) about wellbeing needs and support through:</p> <ul style="list-style-type: none"> <li>● Activities and workshops are embedded into the programme to support group learning needs while also addressing individual learner needs.</li> </ul>

	<ul style="list-style-type: none"><li>e. policies and processes around de-escalation of threatening behaviour</li><li>f. supporting learners return to education after prolonged absence</li><li>g. maintaining a record of reported risks</li></ul>	<ul style="list-style-type: none"><li>• The Two Islands and Boat narrative is used to identify learners' immediate needs and the supports required to achieve their future goals and aspirations.</li><li>• Stakeholder support services</li><li>• Embedded into programmes learning</li></ul>		
	<b>Identify the gaps in compliance with key required processes.</b>	<b>Closing the gaps through strengthening existing processes and/or creating new ones.</b>		
	SPII to strengthen staff capability and confidence to address and respond to urgent wellbeing concerns.	Professional development is provided on addressing wellbeing concerns, ensuring staff have readily accessible resources to support at-risk learners. A systematic approach guides staff in recognising signs of risk, responding appropriately, and following clear procedures.		
	<b>Stage of implementation for each outcome / Rating</b>			
	Well implemented / <b>Implemented</b> / Developing / Early stages			
	<b>Summary of action plan</b> <i>(How actions will be monitored for implementation and success.)</i>			
	<b>Action/s to be taken</b>	<b>Owner</b>	<b>Due date</b>	<b>Plan for monitoring implementation</b>
-Plan and hold professional development -develop steps for all staff to recognise and respond to urgent needs. -develop a systematic system to address learners at risk and next steps.	Manager	quarterly and when required.	-Staff meeting -professional development calendar	SPII learners seeking advice and support from SPII and external services. Students attending and completing achievements.