

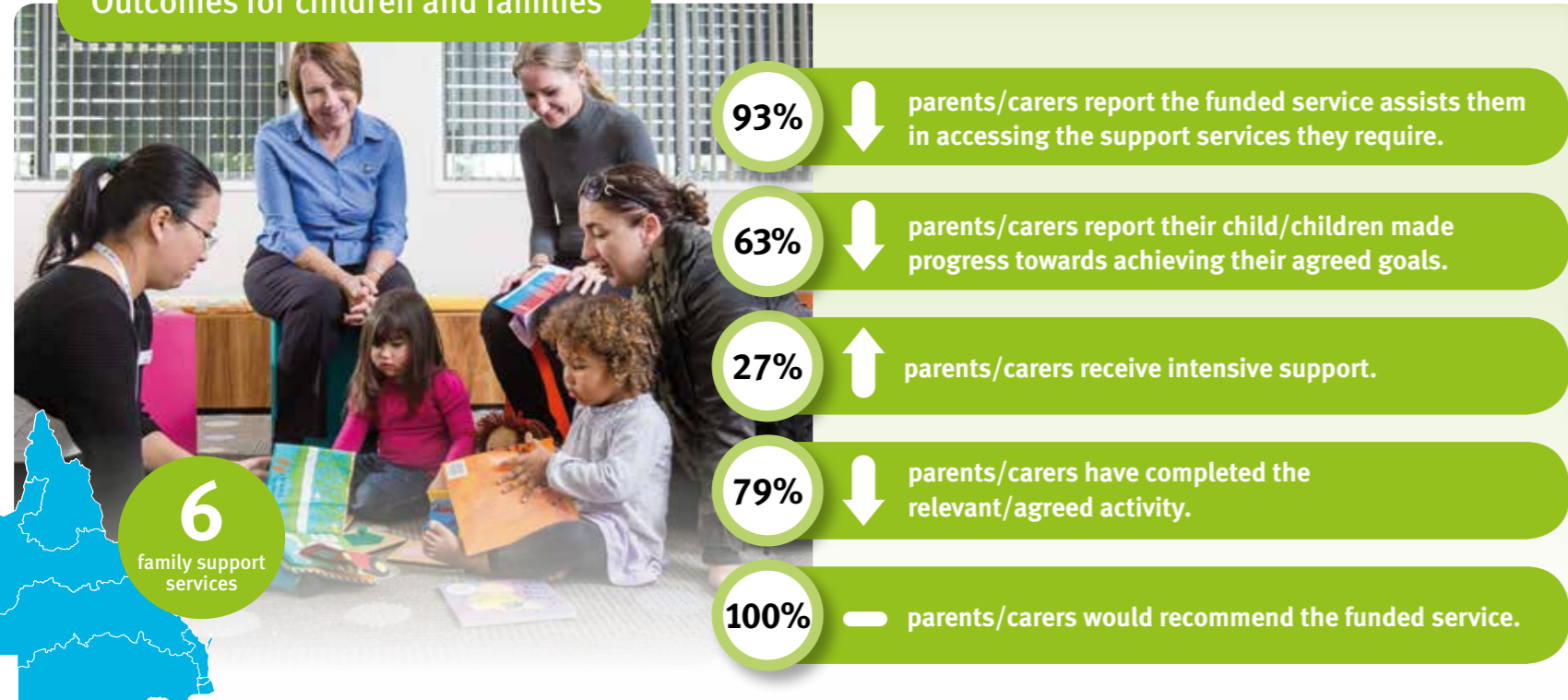
Family Support Funding Scorecard

January 2017 – June 2017

To promote and protect the health and wellbeing of children and their families.



Outcomes for children and families



Feedback and observations

What has been the most significant change –

“We gained knowledge of the importance of embedding Aboriginal and Torres Strait Islander language, culture and perspectives into our playgroups, the importance of play, using the environment and connecting with land and Country.”

74% ↓ parents/carers report an improvement in their parenting practice.

Story behind the data

Community engagement

Services focussed on increasing their presence in communities particularly in rural and remote locations. Activities such as open days, pop up playgroups and celebrations were used to make services more **visible to the wider community**.

Further promotional activities are being planned especially for services which have not been fully operational during the period due to staff and/or service location changes.

Playgroup

Playgroups have been used to bring children and parents/carers together to **socialise and access information** and other support services (eg. counselling, online parenting programs, resource kits). Children have participated in a range of early learning activities and **parents have learnt new ways to engage their children** in play-based learning activities at home.

Playgroups have been well attended by families particularly when transport, lunch and/or themed activities (eg. Book Week) were provided. The playgroups also provided an opportunity for allied health providers to connect, interact and observe clients in a more relaxed and informal setting.

Partnerships

Strong partnerships have improved referral pathways, increased participation in programs and activities have contributed to improvements in service delivery.

Service providers worked collaboratively with specialist services to deliver a holistic service to families, particularly those that were hard to reach due to geographic and/or social isolation.

Improving data collection processes may have contributed to changes in satisfaction and better off measures from parents/carers.

Professional Development

Services provided mentoring, training and learning opportunities for their staff to deliver relevant, reliable and culturally appropriate early childhood education and family support services.

The Early Years Learning Framework along with Aboriginal and Torres Strait Islander language, culture and perspectives have been intentionally embedded in playgroup development which has helped staff to **focus on the unique needs of families and learning and development outcomes for children**.

Continuous Improvement

- The Department of Education and Training will work with family support services to:**
- build their capacity to ensure appropriate data collection and reporting processes are embedded into service's practice
 - establish linkages/partnerships with local schools, government agencies and other funded early years services
 - embed a focus of outcomes into reporting and use data for continuous improvement
 - increase their presence in communities where children and families are experiencing vulnerability.

- Family support services will:**
- develop and strengthen partnerships to improve capacity to connect children and parents/carers to the services they need
 - improve continuity of service delivery and support for families
 - continue to increase staff knowledge and capability through professional development and networking opportunities
 - review their process for data collection to ensure information is captured accurately and in a timely manner
 - implement strategies to improve participation of children from diverse backgrounds, including Aboriginal and Torres Strait Islander children in some services
 - implement communication strategies to increase awareness and presence in the community.

5 out of 6 services provided data. Survey sample is at least 30% of the total target group across the funding category.



437 ↓ Total # of children participating

0.5% ↑ Children with disability

37% ↑ Aboriginal and/or Torres Strait Islander children



326 ↓ Total # of parents/carers participating