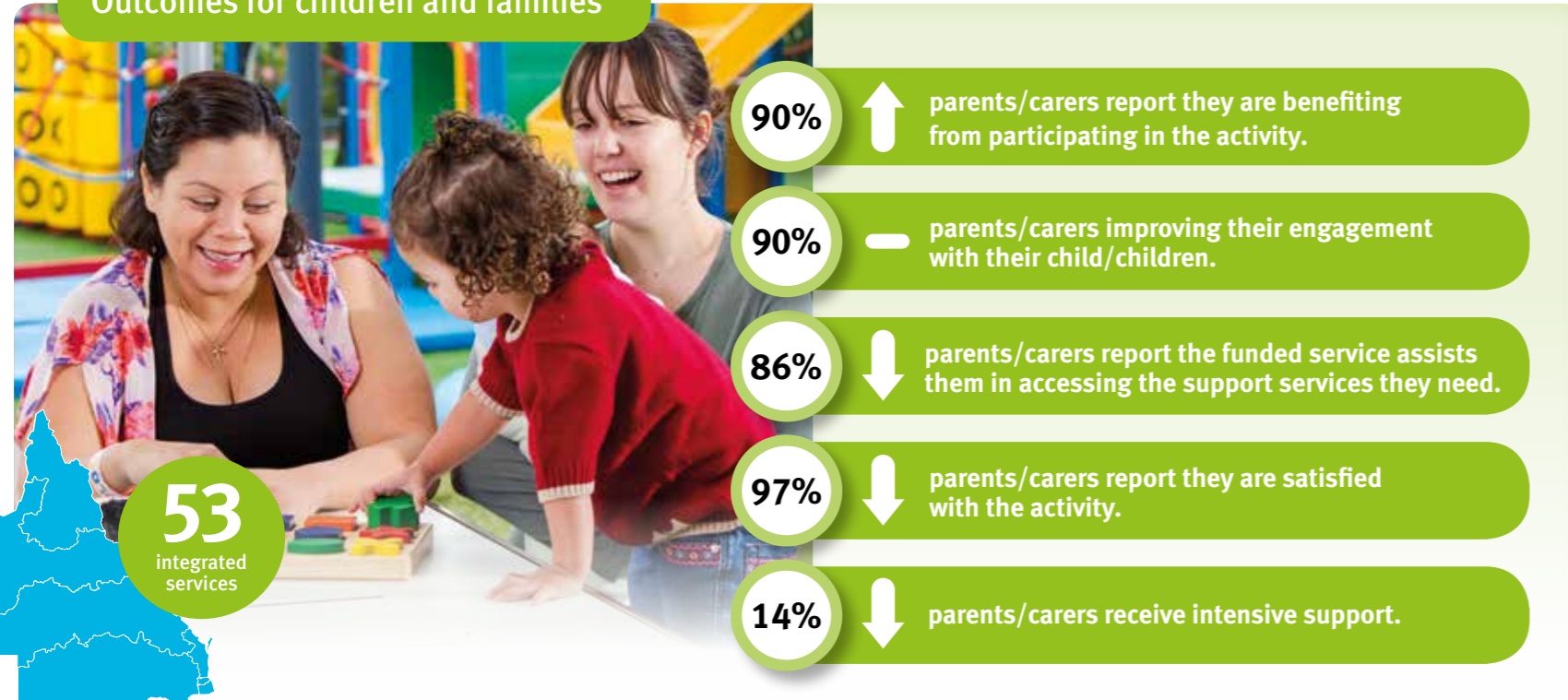# Integrated Service Delivery Funding Scorecard

January – June 2017

To support families wellbeing and children's development

Outcomes for children and families

53 integrated services

90% ↑ parents/carers report they are benefiting from participating in the activity.

90% — parents/carers improving their engagement with their child/children.

86% ↓ parents/carers report the funded service assists them in accessing the support services they need.

97% ↓ parents/carers report they are satisfied with the activity.

14% ↓ parents/carers receive intensive support.

Story behind the data

Health and wellbeing

Referrals to allied health services such as **occupational and speech therapy** are becoming more common, with reports of increased need/demand for child development checks and specialist screening.

Services continue to work with high numbers of parents/carers and children who are impacted by domestic and family violence or other trauma. Responses include referral for intensive counselling, emergency relief and housing providers. Focus of services on parent child engagement and creating **more stable environments where children can thrive.**

Parenting Support

Results for changes in skills, behaviour, knowledge of parents/carers and engagement with children have remained strong. Continuous improvement strategies **focus on building trust** and adopting more evidence based early childhood development and parenting programs to better support parents/carers and their children.

Integrated services are continuing to identify and respond to the needs of socially/geographically isolated families by providing outreach services and home visiting programs. During home visits parents/carers are assisted with **strategies to improve their parenting skills and confidence**; to access relevant services; to manage household budgets and to establish routines for their children.

Many services are successfully engaging with Dads who are participating in playgroups and parenting programs.

Partnerships

Increasing **involvement of parents/carers, and local community leaders in planning** of service delivery has been a positive result of the focus on recorded conversations/surveys about outcomes and the quality of services being provided.

Partner organisations are supporting access for children with disability and development of culturally safe environments.

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

Learning and development

Services in remote and/or regional locations are adopting strategies to **strengthen staff recruitment including retention and developing competencies** in evidence based programs such as the Abecedarian Approach, Circle of Security, Triple P and certificate/diploma qualifications in early childhood.

Impending changes to NDIS may impact children and parents accessing specialist services and support.

Data from 2 services have been excluded because they were only partially operational during the reporting period. Survey sample is at least 30% of the total target group.

Partnerships

Local schools and kindergartens

Maternal and child health services

Local councils

Local libraries

Community organisations

Early childhood education and care services

Activities

Playgroup

Child health checks

Transition to school programs

Community events

Nutrition and healthy eating programs

Parenting programs and support groups

Outreach and home visiting support

Cultural activities and celebrations

School holiday programs

Feedback and observations

What has been the most significant change –

"My daughter has finally started interacting with other adults and children and always expresses her joy at attending this group."

"He gets all excited when we pass the centre, he wants to go there all the time!"

"As workers we need to support parents experiencing high levels of frustration, anger, hopelessness and unrealistic expectations about how their children should behave and try to buffer these."

92% ↑ parents/carers report their child/children are benefiting from participating in the activity

Continuous Improvement

The Department of Education will work with integrated services to:

- build capability about early childhood development and practice, leadership and governance
- continue to implement the Early Years Place common identity
- continue to support and embed a focus on outcomes and use of data to support continuous improvement
- continue to support the development of effective surveying tools and data collection strategies
- identify and adopt evidence based practice.

Integrated services will:

- use data including Australian Early Childhood Development Census to effectively work with partners and plan for service delivery
- improve engagement of children and parents/carers with disability as well as Aboriginal and Torres Strait Islander and culturally and linguistically diverse parents/carers
- use local networks and inter-agencies to strengthen partnerships and act to improve outcomes for children
- improve engagement with local families through effective use of web based technology including social media
- use evidence based early childhood development and parenting programs to suit the diverse needs of their community
- improve worker/organisational skills in collecting and using outcomes data.

Integrated service delivery snapshot

9,532 ↑ Total # of children participating

4.5% ↑ Children with disability

31% ↓ Aboriginal and/or Torres Strait Islander children

6,668 ↓ Total # of parents/carers participating

Queensland Government