

Family Support Funding Scorecard

January 2018 – June 2018

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

Outcomes for children and families



6
family support services

- 99% ↑ parents/carers who report the funded service assists them in accessing the support services they require.
- 68% ↑ parents/carers report their child/children made progress towards achieving their agreed goals.
- 17% ↓ parents/carers who receive intensive support.
- 96% ↑ parents/carers who have completed the relevant/agreed activity.
- 99% — parents/carers who would recommend the funded service.

Story behind the data

Data

This period, family support services have continued to refine their data collection methods and are now collecting more accurate information by clearly defining their service activities, talking directly with parents/carers, and identifying partners in providing intensive support.

New family support services

The Pathways for Early Learning and Development initiative (PELD) commenced in 12 priority locations across Queensland. This child-focused family support aims to improve the learning and development outcomes of children living in families that may be experiencing significant vulnerability. During the establishment phase, PELD services focussed on developing the program to ensure it is accessible and responsive to both family and community needs. Establishment activities included sourcing appropriate venues to deliver programs, recruitment, purchasing of resources, staff training, and community and stakeholder engagement. Services also reviewed and/or developed new policies and procedures to guide practice and target interventions to families with children aged from birth to five years.

Resources for learning at home

Family support services are supporting parents/carers to connect with their children through play and learning activities. Parents/carers learn about the benefits of play and how play activities and behaviours can link to school readiness (e.g. shared play, problem solving, social and emotional resilience). Activities and interactions are modelled in playgroup and parents/carers are provided with resources to refer to and use at home, such as learning activity kits, art and craft, literacy and numeracy packs (books, journals), toys and games. Resources provided are through a borrowing scheme or at no cost to families. Early childhood educators providing outreach support have provided learning portfolios, so parents/carers can note the home learning activities and document their child's experience and progress.

Partnerships and networking

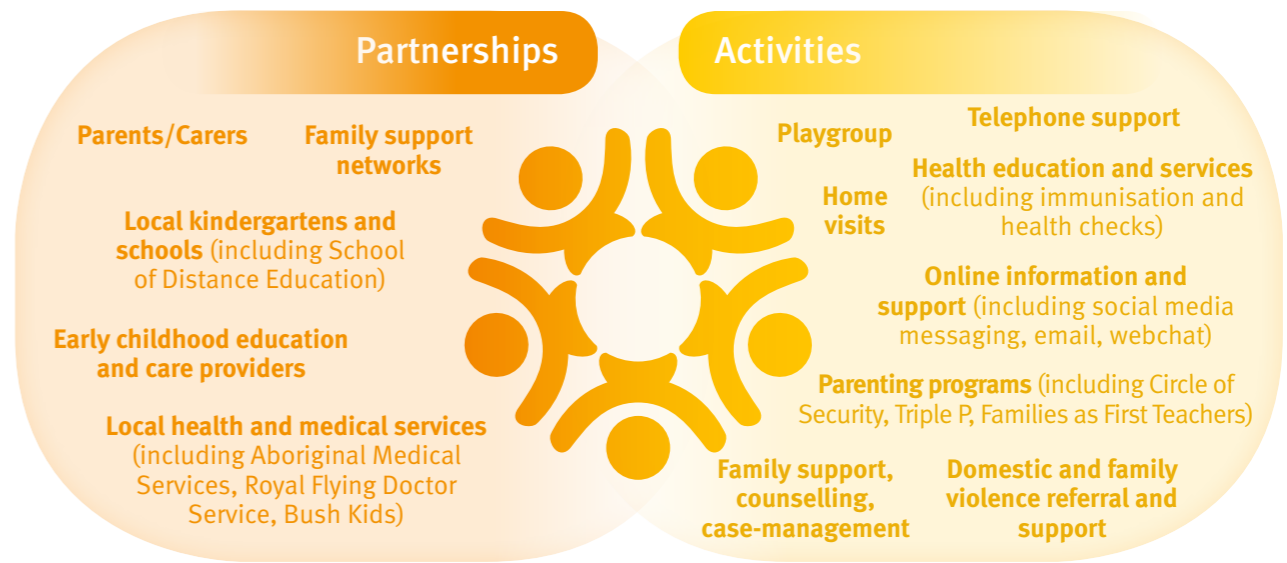
Family support services continue to work collaboratively with stakeholders to support the needs of children and parents/carers in their community. For vulnerable and/or disadvantaged families, these partnerships are particularly important as they provide a pathway to services and supports that may not be accessible

or available to them (due to financial, social or geographical constraints) such as transport assistance, counselling, medical and dental services, parenting programs and in-home education and care. Family support services acknowledge the importance of engaging parents/carers as critical partners to explore individual family needs and to identify appropriate responses and strategies to support them.

Technology based service delivery

More services are using technology to add value to their service delivery and improve engagement with parents/carers and children. Internet and electronic devices (e.g. smartphones) to access information and resources on organisational websites, interactive parenting programs, online newsletters and community notices are used. Web-based applications are also being used by services to offer online counselling and 'live chats', which is likely to engage individuals that are reluctant or unable to seek help face to face. Mobile devices, such as tablets, record client information and attendance and capture real-time feedback from parents/carers through online survey tools.

18 out of 19 services provided data (including one service that reports annually); quantitative data not been reported for PELD services.



Feedback and observations

What has been the most significant change –

"I made frittatas and the kids ate it all. Thank you for putting on classes for us to learn from."

Parent – Nutrition Workshop

"Playgroups are always a highlight for my children! The ladies are always very friendly and have wonderful activities to do. They also have great advice and have pointed me in the right direction."

Parent – Outreach playgroup

79% ↑
parents/carers report an improvement in their parenting practice

Continuous Improvement

Family support services will:

- identify and implement evidence-based programs to support the learning, social and emotional development of children up to 8 years of age
- improve communications with parents/carers through active promotion and marketing, resource development and dissemination, and networking opportunities
- strengthen partnerships with early childhood education and care providers (including Kindergartens) to improve transition pathways and support for families
- provide professional development opportunities for staff focused on early childhood development and family wellbeing
- continue to develop and implement strategies and processes to improve data collection and reporting.

The Department of Education will work with family support services to:

- identify and share evidence-based practice and professional training opportunities
- identify and facilitate networking opportunities with funded family support services across the state
- develop linkages and partnerships with early childhood education and care providers and other funded early years services to support vulnerable families
- use data, including Australian Early Childhood Development Census, to effectively work with partners and plan for service delivery
- continue to support the development of effective surveying tools and data collection strategies.



1475 ↓ Total # of children participating

6% ↑ Children with disability

17% ↓ Aboriginal and/or Torres Strait Islander children

30% ↑ Culturally and Linguistically Diverse children



907 ↓ Total # of parents/carers participating