**EARLY CHILDHOOD EDUCATION AND CARE (ECEC) FUNDING CATEGORY**

**Periodic Performance Report (PPR)**

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| **Early Years Service Details** | | | |
| **ECEC Service Name** |  |  | Expected **benefits/outcomes** for parents/carers and children who attend your activities could be **positive changes in one or more of the following**:   * behaviour (e.g. sense of self, self-efficacy, self-image, sense of belonging, wellbeing) * attitude / Opinion * circumstance * knowledge / skills |
| **Beneficiary Number** |  |  |
| **Location** |  |  |
| **Reporting Period** |  |  |
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| **Instructions for completion of this report** |
| 1. Collect data against performance measures listed under Section B (survey samples must be at least 30% of your total target group) 2. Enter data from Section B directly into QGrants (follow the step-by-step instructions in the ***QGrants User Guide – Early Years Services – Submitting a Claim*** on the Early Years Services website <https://earlychildhood.qld.gov.au/fundingAndSupport/Documents/qgrants-eys-user-guide-submitting-claim.pdf>). 3. Complete Section C reporting templates. 4. Upload Section C templates into QGrants 5. All financial and performance reports must be submitted (uploaded) in QGrants together in **a single claim**. Claims will be returned to you to add more information if any data or reports are missing.   **Please contact your Category Manager if you have any questions** |

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| **Section A: Quantitative Data** | | | |
| **Measure No:** | **Quantity (How much?)** | **Counting Rules** | **Data**  Enter into QGrants |
| **1** | **Total number of all children for this reporting period.** | Count each child who participated in activities during the reporting period **once only**.  For example: a child participated in an activity (limited hours care) twice a week during the reporting period. **Count = 1.**  Do not count attendees at an ‘event’ e.g. Family Fun Day (This information should be included in the Additional Information section ‘narrative report’ in Section B. |  |
| **2** | **Total number of children from culturally and linguistically diverse backgrounds.** | Count each child who identified as culturally and linguistically diverse and participated in activities during the reporting period **once only**.  For example: A culturally and linguistically diverse child participated in an activity (limited hours care) twice a week during the reporting period. **Count = 1**. |  |
| **3** | **Total number of children who identified as Aboriginal and/or Torres Strait Islander.** | Count each child who identified as Aboriginal and/or Torres Strait Islander and participated in activities during the reporting period **once only**.  For example: An Aboriginal and/or Torres Strait Islander child participated in an activity (such as a playgroup) twice a week during the reporting period. **Count = 1**. |  |
| **4** | **Total number of children with disability.** | Count each child with disability who participated in activities during the reporting period **once only**.  For example: a child with disability participated in an activity (such as a playgroup) twice a week during the reporting period. **Count = 1**. |  |
| **5** | **Total number of children for past 12-month period.** | ANNUAL MEASURE; ONLY TO BE COMPLETED IF YOU REPORT EVERY 6 MONTHS  Count each child who participated in the ECEC Activity over the past 12 months **once only**  Note: please do not combine the total of two 6-month reporting periods as this may result in duplication and individuals must be counted once only. |  |
| **Measure No:** | **Quality**  **(How well?)** | **Counting Rules** | **Number**  Enter into  QGrants |
| **6** | **Total number of children participating in activities at the service on a weekly basis.** | Count the total number of children who participated in activities every week (when service is available) during the reporting period.  For example: a child participated in an activity every week during the 20 weeks that the service operated during this reporting period. **Count = 1** |  |
| **7** | **Total number of children who are participating and engaged.** | Count the number of children aged between birth and 13 years who are participating and engaged in the reporting period.  Note: Children interact and learn in diverse ways due to culture, disability, environment etc. Indicators or actions/behaviours **to assist in determining if a child is participating and engaged** include:   * The child is passively, by watching or conversing with other children, engaged in play activities; * The child shares materials and talks to others; * The child responds positively to the facilitator/parent’s interest in their activity; * The child is curious and persists to get things right (e.g. counting); * The child is cooperative and can organise themselves into a role with specific goals (e.g. patient/doctor); and * The child is solitary, independent and looks content to play by themselves. |  |

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| **Measure No:** | **Better off** | **Counting Rules** | **Data**  Enter into  QGrants |
| **8** | Total number of parents/carers surveyed. | Count each parent/carer surveyed during the reporting period **once only**.  Note: this number must be **at least 30%** of total number of children reported at Q1  Survey definition includes collecting written feedback, observations by ECEC workers, documented conversations with parent/carers and specific program evaluation. |  |
| **9** | Number of parents/carers surveyed who report their child/children are benefiting from participating in the activity. | Count the number of parents/carers surveyed (at Q8) who report their child/children benefited from participating in an activity.  Note: A child may demonstrate that they have **benefited from an activity** when they show an improvement in any of the following areas (BACKS):   * B - behaviour (e.g. sense of self, self-efficacy, sense of belonging, wellbeing) * A - attitude/opinion * C - circumstances * KS - knowledge/skills   For example, the child may demonstrate any of the following improvements:   * developing as expected across 5 developmental domains (AEDC - Physical health and wellbeing; social competence; emotional maturity; language and cognitive skills; communications skills and general knowledge); * demonstrating improved secure attachment with parent/carer; * developing a sense of identity; or * more resilient, confident to explore their environment, developing effective social skills, building trusting relationships, * communicating needs, wants and feelings to others.   Note: These improvements may be observed by staff (documented during activities or in reflection afterwards), confirmed by parents/carers during discussion with staff, or reported by parents in a survey |  |
| **10** | Number of parents/carers surveyed who report being supported in their parenting and able to participate in employment, training and support activities because their child/children can attend the activity. | Count the total number of parents/carers surveyed who report being supported in their parenting and participation or increased participation in employment, training and support activities because their child/children can attend the activity.  For example: Parent/carers may report   * They have been able to undertake or increase hours of employment/training since connecting to the service. * They find the service’s help with homework and reading has alleviated stress at home * They have been able to access support services/health appointments with a sibling child. |  |

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| **Section B: Qualitative (Narrative) Reports** | |
| Early Childhood Education and Care Service Name |  |
| Reporting period |  |
| **Story Behind the Data**  Use dot points where possible | |
| 1. **Service delivery performance**   **What is your data saying?**   * Have there been any significant changes or variances in your ‘How Much’ measures (1-5) compared to previous reporting periods e.g. increases or decreases? If so, what? and why? * If there are any significant changes in your survey data for the ‘How Well’ outcome measures (6-7) or ‘Better Off’ outcome measures (9-10) – explain why.   i.e. Changes in demographics, locational or community issues, different client needs  ***Example:***  *During this reporting period, there was an increase in culturally and linguistically diverse families attending the service. This was because we held a community cultural event where we were able to connect with new culturally diverse families to raise awareness of our service and how it could help them.*  **Tell us your Story Behind the Data**   * Share your positive achievements in regards to outcomes for children and their parents/carers for this reporting period. * Why do you think you were successful, what did you do right? * What didn’t work so well? Why not? * What is going on in your community – what are the issues that impact on your clients? * What other specific challenges may have affected your service delivery and achievement of outcomes for children and parents/carers? |  |

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| 1. **Activities delivered**   List the activities (including age group, and frequency) you delivered to achieve outcomes for children and parents/carers. | 1. **Partners and partnerships**   List the partners against the activities you delivered together.  Which partnerships proved to be ineffective at this point in time and why?  Are there new partners, services or opportunities to investigate? | | 1. **The story behind the activity**   List the story behind each activity you delivered.  What worked? What didn’t work? What were the challenges? Was participation consistent, why or why not?  Why were you doing this activity, what was the evidence-base and/or intention behind the activity? | 1. **Outcomes achieved**   List the outcomes achieved through the delivery of this activity |
| **Please use a new line for each new activity and the aligned responses. Add more lines as required** | | | | |
| ***Example:***  *Our Limited Hours Care Service for parents/carers with children aged 0-5 was delivered 3 x week on a Tuesday/Wednesday/Thursday from 9am – 4 pm.* | ***Example:***  *We partnered with the XX school to:*   * *run monthly orientation/transition visits.* * *Attend event days (Harmony Day, Under 8’s day)* * *Share resources and support book borrowing* | | **Example:**  *Our limited hours care is successfully providing children with age-appropriate activities, learning and development opportunity, nutritious meals and a smooth transition to kindy and school opportunities.*  *Evidence shows transitions to school can be developed over time, in a supported way, building familiarity and belonging.* | ***Example:***  *Children are prepared to transition to school*  *Children are developing language and social skills, connections to school environments and staff.*  *Our survey shows 8 of 10 age eligible children in the service are transitioning to school next year and their parents/carers feel confident and supported in that transition because of their participation in this service.* |
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| 1. **Strategies for improvement**   Assessing your information provided above, list strategies that would help your service achieve the expected outcomes into future reporting period/s.   * This is your ‘wish list’ of strategies – noting you may not have the capacity to implement all of them in the immediate future. * What is working well that you will continue to build on and improve? * What might work to do better at achieving outcomes, including low cost and no-cost strategies? * No surprises – your strategies should address issues / challenges identified in Section 1 (Service Delivery Performance).   ***Example:***  ***Challenge****: During conversations with parents/carers in the afterhours playgroup, staff noted that some families were unable to attend regularly, due to no or limited access to transport.*  ***Strategy:*** *Engage further with parents/carers to ascertain a location (day and time) in the community that most families can easily access without transport. Plan and deliver an outreach playgroup in this location once a month for the next 6-month period. Continue to talk with families to see if it is working or not.* | |  | | |
| 1. **Action Plan**   Which of the **strategies above** will you put into action in the next 6 months?  Remember you don’t need to choose all of the strategies above.  Consider your action plan against the SLVR criteria:  **S – specificity** – is the strategy detailed enough to be implemented?  **L – leverage** – will it make an impact or difference that contributes to achieving your outcome?  **V – values,** - is the activity the right fit for your families, community, service and organisation?  **R - reach** – is it feasible, affordable and who will it reach?    ***Example:***  *We will partner with ABC Organisation to deliver an outreach Playgroup once a month at a local park. ABC Organisation will supply their mobile PlayVan and we will co-facilitate the Playgroup.* | |  | | |
| 1. **Professional Development**   List the training undertaken by staff **during this reporting period** and explain how it will enhance your service delivery. | |  | | |

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| **Case Study 1**  Please make the focus of case study 1 about **an activity, group or service.**  Information should be non-identifying.  No more than **2 pages** per case study  Information provided should be non-identifying. For an example of a case study, visit the Early Childhood Education and Care website:  https://earlychildhood.qld.gov.au/funding-and-support/grants-tenders-and-funding/early-years-services-funding/category-resources/ECEC | |
| **Service Name:** |  |
| **Introduction / Background**  Tell us briefly about   * Why you deliver the program, activity or group? For example: to increase parent’s confidence in parenting * Who has the program/group involved? * What is the context, or mode of the program or group? For example: centre based; home visiting; outreach to other services |  |
| **Taking Action**  Tell us what actions were taken to establish or deliver the program, activity or group to address the issue/problem stated above? |  |
| **Creating Change**  Tell us what were the aspects/elements of the program, activity or group that helped created change for the participants?  What was the evidence base or key principles of the work?  If the results were not as expected record “what didn’t work in the challenges section. |  |
| **Initial findings**  Tell us about the outcomes achieved and if the participant or group experienced an improvement in their behaviour, attitudes, circumstances, knowledge or skills?  Tell us more about which of the expected outcomes did you achieve by delivering the program or group and supporting this group? For example:   * improvement in the rate of children developmentally on track; * children are prepared to transition to school; and * parents/carers are supported in their parenting and are able to participate in employment, training and family related support activities. |  |
| **Challenges**  Tell us what were the challenges, barriers or issues that presented in this situation, program, group or with the participants involved? |  |
| **Future Plans**  Tell us what are the plans for future work, with this program/ with this group/ in your practice/ at your service? For example: will you run the program and activity again? Are there changes you would make? |  |

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| **Case Study 2**  Please make the focus of case study 2 about **an individual -child, parent/carer, family or worker.**  Information should be non-identifying.  No more than **2 pages** per case study | |
| **Introduction / Background**  Tell us briefly about   * What was the issue/problem being addressed? For example: supporting cultural connection and transition to kindy. * Who is the individual involved? For example: a 5-year-old male from a culturally and linguistically diverse background. * What is the context or mode of the service or interaction? For example: centre based; home visiting; outreach to another service |  |
| **Taking Action**  Tell us what actions were taken to address the issue/problem stated above? |  |
| **Creating Change**  Tell us what were the aspects/elements of the action or activity that helped created change for the participants?  What was the evidence base or key principles that informed the work?  If the results were not as expected record “what didn’t work” in the challenges section. |  |
| **Initial findings**  Tell us about the outcomes achieved and if the individual experienced an improvement in their behaviour, attitudes, circumstances, knowledge or skills?  Which of the expected outcomes did you achieve?   * improvement in the rate of children developmentally on track; * children are prepared to transition to school; and * parents/carers are supported in their parenting and are able to participate in employment, training and family related support activities. |  |
| **Challenges**  Tell us what were the challenges, barriers or issues that presented in this situation? |  |
| **Future Plans**  Are there changes you would make to future work/practice in this area? |  |

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| **Additional Information (Optional)**  Information about Events, Quotes, Operational issues, or extra information not included in your Story Behind the Data or Case Studies |
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| **Certification:** (This must be signed by a Board Member, Committee Member, CEO, General Manager etc) | |
| *On behalf of the organisation, I certify that I approve this Periodic Performance Report* | |
| **Signed by (print name):** |  |
| **Position:** |  |
| **Signature:** |  |
| **Date** |  |

**Upload completed report into Q Grants**