**Early Years Service Funding**

**FAMILY SUPPORT FUNDING CATEGORY**

**Periodic Performance Report (PPR) Template**

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| **Service details** | | | |
| **Family Support Service** |  |  | Expected **benefits/outcomes** for parents/carers and children who attend your activities could be **positive changes in one or more of the following**:   * B – behaviour (e.g. sense of self, self-efficacy, self-image, sense of belonging, wellbeing) * A - attitude / Opinion * C - circumstance * KS - knowledge / skills |
| **Location** |  |  |
| **Reporting Period** |  |  |
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| **Instructions for completion** |
| 1. Follow the step-by-step instructions in the ***QGrants User Guide – Early Years Services – Submitting a Claim*** - you can find this on the Early Years Services website <https://earlychildhood.qld.gov.au/fundingAndSupport/Documents/qgrants-eys-user-guide-submitting-claim.pdf> 2. Enter your quantitative data against each of the performance measures listed under **Section A** with numeric data entered directly into QGrants (refer to Step 4 of the User Guide). Your survey sample (questions 15 and 19) must be **at least 30% of the total number of parent/carers** for the reporting period (question 9) – **or your report will not be accepted**. 3. Complete the qualitative reports (including your narrative summary reportand two *case studies*) under **Section B.** Upload the reports into QGrants (refer to Step 5 of the User Guide). Please convert to **PDF format** if possible before uploading, as this ensures your formatting is retained. 4. 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. 5. Please refer to the ***Family Support*** ***Category Guidelines*** for simple guides and examples for answering each question or **contact your Relationship Manager for more information** |

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| **Section A: Quantitative Data** | | | |
| **Measure No:** | **Quantity (How many?)** | **Counting Rules** | **Number**  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 (such as a playgroup) twice a week during the reporting period. Count = 1.  Note: **Do not** count attendees at an ‘event’ e.g. Family Fun Day. This information should be included in the Additional Information section – Story behind the data ‘narrative’ summary report in Section B. | Enter number directly into QGrants |
| **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 (such as a playgroup) 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 aged 4 years.** | Count each child who participated in targeted activities, and who would be 4 years old by 30 June of this year, **once only**.  For example: a child whose 4th birthday is on 29 June participated in a targeted activity (such as a 3-year-old playgroup) twice a week during the reporting period. **Count = 1** |
| **6** | **Total number of children aged 4 years, who are enrolled in kindergarten.** | Count each 4-year-old child who participated in targeted activities, who is also enrolled in kindergarten, **once only**. |
| **7** | **Total number of children aged 3 years.** | Count each child who participated in targeted activities, and who would be 3 years old by 30 June of this year, **once only**.  For example: a child whose 3rd birthday is on 29 June participated in a targeted activity (such as a 3-year-old playgroup) twice a week during the reporting period. **Count = 1** |
| **8** | **Total number of children aged 3 years, whose parents/carers intend to enrol them in kindergarten.** | Count each 3-year-old child who participated in targeted activities, whose parents/carers intend to enrol them in kindergarten, **once only.** |
| **9** | **Total number of all parents/carers for this reporting period.** | Count each individual parent/carer who participated in activities during the reporting period **once only**.  For example: a parent/carer participated in an activity (such as a playgroup) twice a week during the reporting period. **Count = 1**.  Note: **Do not** count attendees at an ‘event’ e.g. Family Fun Day. This information should be included in the Additional Information in section – Story behind the data ‘narrative’ summary report in section B. |
| **10** | **Total number of parents/carers from culturally and linguistically diverse backgrounds** | Count each parent/carer who identified as being from a culturally and linguistically diverse background and participated in activities during the reporting period **once only**.  For example: a culturally and linguistically diverse parent/carer participated in an activity (such as a playgroup) twice a week during the reporting period. **Count = 1**. | Enter number directly into QGrants |
| **11** | **Total number of parents/carers who identify as Aboriginal and/or Torres Strait Islander.** | Count each parent/carer 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 parent/carer participated in an activity (such as a playgroup) twice a week during the reporting period. **Count = 1**. |
| **12** | **Total number of parents/carers with disability.** | Count each parent/carer with disability who participated in activities during the reporting period **once only**.  For example: a parent/carer with disability participated in an activity (such as a playgroup) twice a week during the reporting period. **Count = 1**. |
| **13** | **Total number of children for past 12-month period.** | Count each child who participated in the Family Support funded activities over the **past 12 months once only.**  Note: Please do not join the total of two 6-month reporting periods as this may result in duplication and individuals must be counted **once only.** |
| **14** | **Total number of parents/carers for past 12-month period.** | Count each parent/carer who participated in the Family Support funded activities over the **past 12 months once only**.  Note: Please do not join 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 |
| **15** | **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 parents/carers reported at Q9.)  Survey definition: includes collecting written feedback, observations by FS workers, documented conversations with parent/carers and specific program evaluation. Refer to the Early Years Services Glossary. | Enter number directly into QGrants |
| **16** | **Total number of parents/carers who would recommend the funded service.** | Count the total number of parents/carers surveyed (at Q15) who are satisfied with the activities at the Family Support service and would recommend them to a friend.  For example, were parents/carers **satisfied with the following aspects** of the activities:   * timeliness (e.g. delivered on time and within expected timeframes); * accessibility (e.g. easily accessible for everyone, welcoming and safe environment); * quality (e.g. delivered by well-trained staff); * meeting their expectations; * helping them to achieve their desired outcomes; and * all the above (overall satisfaction)? |
| **17** | **Total number of individual parents/carers who have completed the relevant/agreed activity.** | Count the total number of individual parents/carers who have completed the relevant/agreed activity during the reporting period.  For example: the parent/carer and child consistently participated in and completed a 10-week parenting program including home visits.  Note: the key issue is that parent/carer agreed to undertake and actively worked to complete an activity.  *Children may be included in the family groups but are not included in the count above.* |
| **18** | **Total number of parents/carers who received intensive support.** | Count the number of individual parents/carers (from the total reported at Q9) who received intensive support during the reporting period.  Note**: Intensive support** means activities and/or support to assist in addressing the multiple and/or complex needs of parents/carers and their children presenting with behaviours or circumstances that are having negative consequences. Examples of activities include home visits and referrals and follow up actions to specialist services, to address complex issues or needs such as:   * domestic and family violence; * mental illness; * substance misuse; * homelessness and poverty; and * developmental delays.   Note: Children may be included in the family groups but are not included in the count above. |
| **Measure No:** | **Effectiveness**  **(is anyone better off?)** | **Counting Rules** | **Number**  Enter into  QGrants |
| **19** | **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 parents/carers reported at Q9.)  Survey definition includes collecting written feedback, observations by FS workers, documented conversations with parent/carers and specific program evaluation. Refer to the Early Years Services Glossary. | Enter number directly into QGrants  Enter number directly into QGrants |
| **20** | **Total number of parents/carers surveyed that report an improvement in their parenting practice.** | Count the number of parents/carers surveyed at Q19 who demonstrated improved, positive engagement with their child.  For example: Positive parental engagement between a parent/carer and their child can be demonstrated through ***secure attachment***, for example:   * the parent/carer is sensitive, attuned and responsive to the child; * the child is distressed when separated from the carer and joyful when parent/carer returns; and * the child uses the parent/carer as a safe base to explore the environment.   Note: Parents/carers may also demonstrate engagement with their children through ***increased knowledge and awareness*** about their child’s development, and increased confidence in their parenting skills, for example the parent/carer:   * is aware of age-appropriate child development in cognitive, language and literacy, social-emotional and motor domains; * has interactions with their child that enhances age-appropriate development, and reinforces cultural values; * has a feeling of competence and confidence in parenting practices; * is involved in the child’s care and education; and * has a stable home environment (e.g. established regular routines, hygiene practices, healthy eating, sleeping patterns). |
| **21** | **Total number of parents/carers surveyed that report the funded service assists them in accessing the support services they require.** | Count the number of parents/carers surveyed (at Q19) who were assisted by the funded service to connect to and access the support services they needed, when they needed them.  For example: the FSW identified parents/carers who need to be ***referred to specialist services***, and ***helped them access these services:***   * parents/carers were provided referrals to specialist support services such as DV support services, financial support and emergency relief; * a parent/carer was supported to access a child and maternal health nurse for a developmental check-up for their child, following observation of the child by the nurse during a playgroup; or * a child with speech development delays was referred to a speech therapist who worked with the child over a number of sessions, and provided feedback to the FS about the child’s progress. |
| **22** | **Total number of parents/carers surveyed whose child/children made progress toward achieving their agreed goals.** | Count the number of parents/carers surveyed at Q19 who agree that their child/children made progress towards achieving their agreed developmental goals from participating in the 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, self-image, sense of belonging, wellbeing) * A - attitude/opinion * C - circumstances * KS - knowledge/skills   For example, the child may demonstrate the following improvements:   * developing as expected across 5 developmental (social, emotional, physical, cognitive and communication); * 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.   These improvements may be observed by staff (documented during activities or reflection afterwards), confirmed by parents/carers during discussions with staff, or reported by parents through survey. |

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| **Section B: Qualitative (Narrative) Reports** | |
| Family Support Funded Service |  |
| 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 Many’ measures (1-14) 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 (15 - 18) or ‘Better Off’ outcome measures (19 -22) – 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 CALD 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 (and refer to evidence source) |
| **Please use a new line for each new activity and the aligned responses. Add more lines as required** | | | | |
| ***Example:***  *A Playgroup for parents/carers with children aged 0-3 was delivered 1 x week on a Tuesday from 9-11am.* | ***Example:***  *We partnered with the local Council Library, who delivered First 5 Forever early literacy program at our 0-3 Playgroup once a month.*  *We partnered with the local kindy to run monthly orientation visits****.*** | | **Example:**  *Monthly orientation visits to the local kindy for the 3 years old children and their parents/carers in playgroup built strong transition pathways and reciprocal referral support. Flu season meant numbers dipped in May but recovered well in June*. | ***Example:***  *Playgroup Parent/carer awareness and engagement with supporting children’s development increased across the 6 months (as reported in the end of term parent survey).*  *10 of 12 eligible children in playgroup are transitioning to kindy. 6 of these parents/carers feel confident and supported through the transition as a result of targeted case-management to enrol at the kindergarten.* |
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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 playgroup, staff noted that some families were unable to attend playgroup 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?  Consider your action plan against the SLVR criteria:  S – specificity – is the action achievable?  L – leverage – how much impact will it have?  V – values - is it consistent with agency, family and community values?  R - reach – is it feasible, affordable and who will it reach?    Remember you don’t need to choose all of the strategies above.  ***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 a **program, activity**, **group or new initiative.**  Information should be non-identifying.  No more than **2 pages** per case study | |
| **Introduction / Background**  Tell us briefly about   * Why did you deliver the program, activity or group? For example: to increase parent’s confidence in parenting * Who is the 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 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.  Which of the expected outcomes did you achieve by delivering the program or group and supporting this group?   * increasing parents’/carers’ awareness of and engagement with their child/children’s learning, wellbeing and development; * Increasing secure attachment between children and their parent /carer; * increasing parental capabilities and confidence in parenting and parenting self-efficacy; * Improvement in the rate of children developmentally on track; * Increased community connection and families, parents, children accessing the right services at the right time, including kindergarten; and * Increased local access to a range of family and early years programs that reflect the current context of Queensland families and are available in a range of formats to support differing needs and requirements. |  |
| **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 the aspects/elements of the action or activity that helped created change for the participants.  What was the evidence base or key principals 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?   * increasing parents/carers awareness of and engagement with their child/children’s learning, wellbeing and development; * increasing secure attachment between children and their parent/carer; * increasing parental capabilities and confidence in parenting and parenting self-efficacy; * Improvement in the rate of children developmentally on track; * Increased community connection and families, parents, children accessing the right services at the right time, including kindergarten; and * Increased local access to a range of family and early years programs that reflect the current context of Queensland families and are available in a range of formats to support differing needs and requirements. |  |
| **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**