

# NCHP reporting 2021

February 2021

Hiranthi Perera – Program Manager

# Why do we report?

- Measure success – questions we should be answering:
  - Are hubs engaging culturally diverse communities?
  - Do hubs connect preschool children with playgroups and school readiness programs?
  - Do hubs help women and children learn and practice English?
  - Do hubs build pathways to volunteering and employment?
  - Are we connecting people with organisations that can provide health, education and settlement support?
  - Are we contributing to building social cohesion?

# Why do we report?

- The information and data gathered from hubs and individuals should measure:
  - performance against NCHP outcomes – children, families, schools and community
  - growth of individual hubs (and local regions) over time – number of attendances, programs run, partnerships, hours of programming
  - growth of the NCHP network nationally
  - shared learning of good practice and experience across the network.

# Who do we report to?

- The CHA network – schools, support agencies and CHA team
- Funders – Scanlon Foundation, federal, state and local government, corporates and local businesses
- Stakeholders and partner organisations
- Public, through media and communications.

# Quality Improvement Framework

- Launched in September at the National Community Hubs Conference
- Developed in partnership with the Murdoch Research Children's Institute
- Why –
  - CHA needed a standardized approach to measure the impact of hubs and their programs on the community.
  - Encourages hub leaders to review, reflect and improve
  - Provides the qualitative information behind the data and numbers – brings life to what they deliver each term.
  - Opportunity four times a year to connect and share the learnings and challenges from the hub with the school principal and support coordinator.

# Purpose of the Quality Framework

- Support hubs to reflect and plan
- Provide structure to think about quality and improvement
- Introduce consistent and transparent standards across the network
- Capture impact of community hubs
- Strengthen understanding of how hubs develop over time

# The Quality Framework has two parts:

## 1. Rapid Review

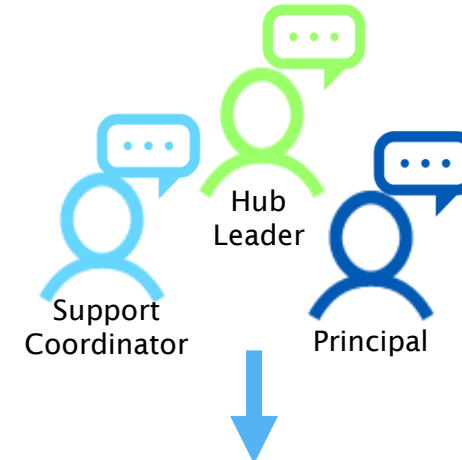
Hub leaders will complete a simple, rapid review process each term on the portal.

Hub leaders will reflect on key achievements, challenges and learnings. They will also set a goals for next term.

A summary can be shared to support discussion and planning.

## 2. Annual Review

A discussion guide to assist the school, hub leader and support coordinator to discuss hub activities, hub operation and priorities for the following year.

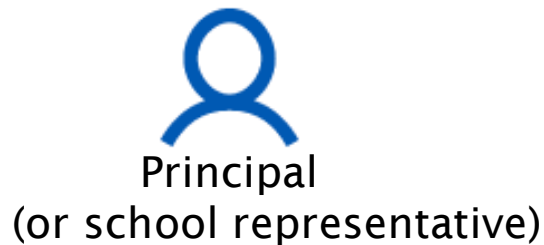


**Hub plan** for following year

# Quality Framework roles and responsibilities



- Complete rapid review (Term 1, 2, 4)
  - Annual review meeting (Term 3)
- 



- Discuss rapid review summary (Term 1, 2, 4)
  - Annual review meeting (Term 3)
- 



- Support hubs to reflect on quality
  - Identify hubs that need support & help set improvement goals
  - Annual review meeting (Term 3)
- 



- Monitor quality and impact at national level
- Identify emerging issues and opportunities



# Format of the RR, annual plans and review

Rapid Review – completed on Smartygrants

- Questions have changed each term
- Focus is on one outcome areas each term – early years, English or engagement
- Reflect on relationships with schools and community organisations

Annual plan and review

- CHA documents are a guide only – the reference for annual plans would be to combine the existing school strategic plan and incorporate the hubs goals.
- Review document can be used as a discussion guide.

**What worked well this term? List key achievements.**

*Playgroup has been running well for 7 weeks. Homework club has been running well for 6 weeks. Family support during quarantine was successful. English class on zoom has been going well.*

**When support the school this term, what was a key challenge or learning?**

*Working along side support teachers to support families with limited communication has been a great to opportunity to learn more about the families and linking them with services*

**What has been your greatest learning this term?**

*During this term, I have learnt to focus my energy to what matters the most. A simple phone call to check on hub families has been a great tool for building trust and rapport.*

**Have you worked with any new services or partner organisations this term? Y / N. If yes, please list them and the service they provided.**

*Yes, I have started working with Angie from Reclink. They provide access to exercise for people with barriers. They have proven to be an excellent partner to the hub. I also connected with Hyahno from Logan Together who has important things to say regarding children at play.*

# 2021 reporting dates

Reporting cut off date
Term One - Friday April 9
Term Two - Friday July 2
Term Three - Friday September 24
Term Four – Friday December 17

1. At the end of each term data must be submitted by each individual hub. Please confirm the deadline for submitting data with your support coordinator as term dates are different in each state. Your support coordinator will review the data and approve it. If there are issues or concerns with the data entered your support coordinator will reject the data and follow up with you for further information.
2. Once all data is approved, the support coordinator informs CHA.
3. CHA then reviews and completes all reporting. Reports are shared with your school, funders and government so it is vital that all data is accurate and true.
4. All hubs must submit a Rapid Review in Term 1, 2 and 4 at the end of term.