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| **Hub leader name** |  |
| **Hub name** |  |
| **Date** |  |

**Rapid Review Term 2, 2025 – English**

**The National Community Hubs Program (NCHP)**

Community hubs are based on four program areas of engagement, early childhood, English, and vocational pathways and four program outcomes of child, family, school, and community.

To learn more about the program areas and key program outcomes visit Hub Toolbox: <https://hubtoolbox.communityhubs.org.au/hub-leader-toolbox/creating-successful-hubs/what-hubs-do/>.

**Quality Improvement Framework (QIF)**

The Quality Improvement Framework (QIF) supports hub leaders to reﬂect and plan community hub activities. The reflective process, which is undertaken each term, provides the hub leader with an opportunity to think about the quality of the activities delivered in the hub and to reﬂect on what could be improved in the future. The QIF isn’t designed to be a performance review of the hub leader, but a review of the operations of the hub. The framework ensures consistent and transparent standards and expectations across the hubs network.

**Rapid Review reflection process**

Rapid Reviews happen in Term 1 and Term 2. This is a chance for hub leaders to reflect on a community hub activity; an activity that has worked well or perhaps an activity that may not have gone as planned. This is also a chance to reflect on the overall operations of the hub during the term and how the hub has supported school and community outcomes. The Community Hubs Australia (CHA) team reviews and reads through all forms received to hear about what is playing out for each hub and, importantly, incorporates learnings into the broader hubs program.

Consider what has worked well, what hasn’t worked as you had hoped, and what you might change.

The Rapid Review is structured around seven questions:

1. English activities (what did we do?)
2. English quality (how well did we do it?)
3. School outcomes (how well did we do it?)
4. Community outcomes (how well did we do it?)
5. Reflection (how did the hub operate this term?)
6. Community hub impact (is anyone better oﬀ?)
7. Discussion (how did the hub operate this term?)

**Step 1:** You have selected **English** activities to review in Term 2. Complete the reflection on the English hub activities.

**Step 2:** Complete reflections on school and community outcomes and the impact of the community hub. These reflections can be about any school or community outcomes that took place in the hub this term, they do not need to relate to English activities.

**Step 3:** During the Rapid Review meeting with your support coordinator and Principal, take a moment to note down your Principal’s reflections on hub operations during the term. This is a chance to capture your Principal’s reflections on the hub and its connection with the school.

**Step 4:** After the Rapid Review meeting, provide a copy of the completed Rapid Review to your support coordinator, who will send it through to the CHA team.

**English**

**Activities (what did we do?) and quality (how well did we do it?)**

Think about the English activities that were run in your hub this term. What were the key achievements, challenges and learnings? Do you have any ideas or goals you want to try next term? Please record in the space below.

*Maximum of 200 words per response*

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| --- | --- |
| Key achievements |  |
| Challenges and/or learnings |  |
| Goals for next term |  |

Choose ONE English activity that was run in the hub this term, list the activity and the facilitator below.

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| --- | --- |
| Activity name |  |
| Activity facilitator |  |

Reflecting on the one English activity named above, read the following statements, and rate your answers using the scale below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 – Strongly disagree | 2 – Disagree | 3 – Neutral | 4 – Agree | 5 – Strongly agree |

The facilitator had relevant training and/or experience teaching English

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The facilitator used culturally informed practices and a variety of methods when teaching – verbal, audio, visual, role plays, group work etc

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The English class was adapted to the needs and interests of participants

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Bilingual support was provided

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Volunteers worked with people that needed extra English language support

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The English class was inclusive and fun

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Practical skills such as reading bus timetables and ﬁlling in forms were included in the English class

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Childminding was provided

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**School outcomes – Quality (how well did we do it?)**

**How did the hub support the school to respond to the needs and aspirations of children and families?**

This section looks at the activities and strategies your hub used to support the school to increase school engagement and connections with families as well as increase school capacity to form collaborative partnerships with the school community.

Think about the strategies and activities your hub did this term that supported school outcomes. What were the key achievements, challenges, and learnings? Do you have any ideas or goals you want to try next term? Please record in the space below.

*Maximum of 200 words per response*

|  |  |
| --- | --- |
| Key achievements |  |
| Challenges and/or learnings |  |
| Goals for next term |  |

**Community outcomes – Quality (how well did we do it?)**

**How did the hub help community organisations to respond early and eﬀectively to individual and family needs?**

This section looks at the activities and strategies your hub used to increase community service connection, availability, and accessibility to individuals and families this term.

What were the key achievements, challenges, and learnings in your work with community organisations this term? Do you have any ideas or goals you want to try next term? Please record in the space below.

*Maximum of 200 words per response*

|  |  |
| --- | --- |
| Key achievements |  |
| Challenges and/or learnings |  |
| Goals for next term |  |

**Reflections (How did the hub operate this term?)**

Tell us a little more about how your hub operated (for example, hub space and resources, school support and engagement, hub leader supervision and support).

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**Community hub impact (is anyone better oﬀ?)**

Many hub participants can increase their skills and confidence by volunteering in the hub or by receiving training and support to apply for work – refer to your Hub Portal data for the number of volunteers and the number of jobs gained this term. Please describe an example of the results of providing someone with volunteering opportunities or support to gain employment. For example, someone attended English class, gained confidence in their speaking skills and was given encouragement to apply for a job, or someone was supported to get their working with children check, volunteered in the hub and was then employed in the local kindergarten.

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Please share a story of the impact your hub has had this term. This could be a story about one child or family who attended the hub, or about hub participants connecting with each other. Alternatively, you could talk about a change you have noticed in the school or organisations you work with. We know you will have many examples, but you only need to describe one in the space below:

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Does CHA have permission to share the above stories of impact in written publications, reports or social media?

[ ]  Yes

[ ]  No

How did you collect these stories or examples?

Note: Double click on the check box to select.

[ ]  Hub leader observation

[ ]  Conversation with family

[ ]  Feedback from the school

[ ]  Feedback from a partner organisation / service provider

**Discussion (how did the hub operate this term?)**

**During the Rapid Review meeting with your support coordinator and Principal, note down your Principal’s reflections below:**

What comments do you have about how the hub operated this term to support the school and community?

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How did the English activities described support school outcomes this term?

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What do you see as the main goals for your hub next term?

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