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# SCHOOLS as COMMUNITY CENTRES (SaCC)

Facilitators' Evaluation Toolkit 2019

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# Schools as Community Centres

The Schools as Community Centres (SaCC) program supports families in their local communities, offering a holistic approach to early learning and wellbeing with a primary focus on enhancing the early development outcomes of children birth to 8 years. They are currently 47 projects hosted by 48 NSW Public Schools in communities experiencing marked challenges of disadvantage.

The SaCC program is coordinated by the NSW Department of Education's Learning and Wellbeing directorate. The program contributes to the NSW Department of Education's (DoE) goal:

**ALL CHILDREN MAKE A STRONG START IN LIFE AND LEARNING AND MAKE A SUCCESSFUL TRANSITION TO SCHOOL.**

Each SaCC project has a local facilitator who, in collaboration with local services and agencies, coordinates and manages a range of community engagement initiatives and programs supporting families with young children. SaCC facilitators work with their local schools to identify prevention and early intervention priorities and initiatives and implement strategies that respond to the needs of their changing communities.

The SaCC [Model of Service Delivery 2017: child-focused, family centred](#) outlines the SaCC Program Framework and describes evidence-based program initiatives.

**The SaCC Program Framework** has four key interconnected elements of collaborative service delivery: and suggested project outcomes that address the elements.

Four interconnected elements	Suggested Outcomes
Early development of children	Children's early language acquisition, cognitive development, sense of self and security, emotional regulation and ability to form positive peer and other relationships are maximised.
Key life transitions	Children are set up for success in the remainder of their schooling through effective transitions.
Positive parenting	Parents/carers have the knowledge, skills and support they need to enhance their nurturing behaviours and positive parenting strategies. Parent/carers' confidence and skills are increased as their child's first teacher.
Safe, healthy and connected communities.	Family, school and community efforts are integrated so that children grow up in safe, healthy and connected communities.

In 2018 approximately 6000 families participated in a range of SaCC initiatives. These included:

- supported playgroups
- parenting programs
- health and nutrition initiatives
- early literacy activities
- adult learning
- community capacity building
- transition to school strategies

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**EACH SACC PROJECT IS ENCOURAGED TO DEVELOP ITS OWN CONTEXT SPECIFIC OUTCOMES WHICH CONTRIBUTE TO BROADER PROGRAM OUTCOMES.**

**OUTCOMES OF INDIVIDUAL SACC PROJECTS INFORM THEIR LOCAL SCHOOL'S PLANNING AND REPORTING PROCESSES AND FEED INTO STATE-WIDE PROGRAM EVALUATION.**

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# Why Evaluate?

Evaluation refers to a range of activities that involve the planned, purposeful and systematic collection of information about activities and initiatives in a program using a common set of measurements and outcomes. It is an objective process to make judgements about the merit or worth of one or more programs, usually in relation to their effectiveness, efficiency and/or appropriateness.

Source: [NSW Department of Education Evaluation resource hub](#)

Good evaluation is tailored and builds on existing evaluation knowledge and resources. It can help to consistently interpret learning and record what is being learnt and to answer the question: 'Is anyone better off?' (Results Based Accountability™; Mark Friedman; <http://resultsaccountability.com/>)

## Planned Evaluation

It is important to build evaluation into all SaCC facilitators' project plans in both the development and review stages. It is also important that SaCC facilitators liaise with school principals or their delegate to learn from, and inform, the school's planning and reporting processes.

Planned evaluation can:

- support a continuous improvement cycle where outcomes for families with children aged birth to 8 are placed at the centre
- focus on gathering only the information that is needed
- help identify the best possible ways for gathering the required information
- provide a clear and reasonable timeframe for evaluation.

## Evaluating local SaCC projects

Evaluating the local SaCC project is important because it can assist facilitators to:

- get feedback about what is working and what isn't
- guide planning by identifying emerging needs, possible gaps and other priorities in SaCC projects
- provide evidence of the impact of local initiatives to support budgetary decisions
- provide data to the Department's Learning and Wellbeing directorate to analyse state-wide results for families with children aged birth to 8 who participate in SaCC projects.

**Results Based Accountability™ (RBA)** is used in the SaCC program to measure the real difference made to communities, families and their children. Over time, accumulated results can help determine the positive change SaCC projects are making and inform planning and decision making that benefit the community.

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## RESULTS BASED ACCOUNTABILITY™ (RBA)

### HOW MUCH DID WE DO? – HOW WELL DID WE DO IT? – IS ANYONE BETTER OFF?

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At the end of every year SaCC facilitators complete a Data Survey (How much did we do?) using information they have gathered throughout the year. This data is analysed and collated to produce a state wide Annual Results Based Data Report which can be found at the following link: [SaCC program](#).

The results assist in identifying positive outcomes for families and children participating in SaCC activities.

[Click here to view the SaCC Data Survey template and instructions](#) (a link will be added when available online)

### **Other data sources**

As well as collecting data for the Annual Results Based Data Survey, SaCC facilitators can refer to other sources that provide information about their local communities for their SaCC evaluation. These include:

- collection of information and evidence of impact of SaCC projects funded by partner bodies in collaboration with the community partners and SaCC facilitators
- the [Australian Early Development Census Data \(AEDC\)](#) which is a useful tool for SaCC facilitators in planning with other service providers, community members and families to address identified vulnerability at the local level. With data sets spanning four collections (2009, 2012, 2015 and 2018), results can be compared across time to identify trends in early childhood development.
- [Best Start Kindergarten Assessment \(NSW Department of Education\)](#)
- [Australian Bureau of Statistics](#)

# Support for the Evaluation of the SaCC Program

To improve consistency in the collection of information across SaCC projects so that initiatives and activities are appropriately targeted, an Evaluation Toolkit has been developed for use by SaCC facilitators. It is intended the Toolkit will assist facilitators with evaluation planning, data collection and analysis and interpretation of information. It has been developed in collaboration with SaCC facilitators.

## Evaluation Toolkit

The Toolkit is made up of an Evaluation Planning Tool (the Tool) and five data collection instruments. The Toolkit also contains information and tips on how to develop and use each tool as well as completed examples and blank templates.

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THE EVALUATION TOOLKIT INCLUDES AN EVALUATION PLANNING TOOL AND INFORMATION AND EVALUATION TIPS AND EXAMPLES; PLUS TEMPLATES FOR SURVEYS, CASE STUDIES, STORYTELLING, OBSERVATION AND VISUAL RECORDS.

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## Evaluation Planning Tool

The Evaluation Planning Tool (the Tool) has been developed to help facilitators map what they need to evaluate and when and how they're going to do it. The Tool will assist them to collect information for their evaluations purposefully and systematically across each term. It is interactive and can be revisited and updated as required.

The Tool has been set up with pre-determined sections with drop down lists, making it easy to select the relevant information needed to plan for evaluation. In each section there is also a free text box to add other information, if the information needed is not in the drop-down lists.

The different sections in the Tool include:

1. the four interconnected elements and program outcomes from the [Model of Service Delivery 2017](#).
2. the key initiative (*what are you implementing to achieve the outcome?*)
3. frequency of initiative (*what is the quantity of effort? how much did we do?*)
4. focus area of initiative (*what is the quality of the effort? how well did we do it?*)
5. tool used to collect evidence
6. timeframe (*when will you collect the evidence?*)
7. impact of initiative (*is anyone better off? what difference are you making?*)

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IT IS RECOMMENDED THAT AT THE COMMENCEMENT OF EVERY TERM FACILITATORS COMPLETE EACH SECTION OF THE EVALUATION PLANNING TOOL.

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[Click here to view the SaCC Evaluation Planning Tool](#) (a link will be added when available online).

Currently the planning tool is a separate Excel spreadsheet.

## IPads

To further support individual SaCC evaluations each SaCC facilitator has been provided with an iPad.

IPads are a cost efficient, flexible and well-known technology that can be used for a range of purposes including online surveys, taking photos for visual records and recording storytelling as evidence of activities promoting early childhood development. Families are also familiar with this technology.



## Evaluation Tools

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### SURVEYS, CASE STUDIES, STORYTELLING, OBSERVATION AND VISUAL RECORDS.

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These tools have been selected as suggested ways to help facilitators collect data for their SaCC evaluation as they are suitable to use in the SaCC context. They can be tailored for individual SaCC projects or used as they are. They are not intended to replace other appropriate data collection tools that SaCC facilitators may be already using.

Facilitators might also like to consider that some other SaCC facilitators may have already created and used their own evaluation tools and are willing to share them. Rather than starting from scratch, look at what tools have been developed and work out if they can be adapted to use locally.

### Writing about your findings

*How much did we do? How well did we do it? Is anyone better off?*

Despite what tool is used to collect information, SaCC facilitators will need to summarise their findings. SaCC facilitators might include findings on what outcomes have been achieved, what initiative has been delivered, the participants' levels of satisfaction and confidence, any learnings and behaviour changes and about what worked and didn't work. The appendices contain completed examples of data instruments where the information has been summarised for reference by SaCC facilitators.

For more information about evaluation and tools refer to the [Department's Evaluation Resource Hub](#).

### Quick links to the Evaluation Tools

[Surveys](#)

[Case studies](#)

[Storytelling](#)

[Observation](#)

## Publishing information on children and their families

Generally, when collecting information from families make sure they know why the information is being collected, how it will be used, that their participation is voluntary and valued, and that their responses will be treated confidentially. Informed consent must be gained.

**Information regarding Permission to publish from DoE's Publishing and privacy guidelines is below with links to Permission to publish forms. SaCC facilitators are required to follow the same procedures for families that attend their project, as for students attending NSW public schools.**

### Permission to publish

Written parental permission is necessary for any public identification of students – for example when they are named, photographed or interviewed for the school newsletter, department web pages or for any other media.

The simplest solution is to provide a general permission note covering all these cases to parents at the start of each school year, with their response recorded in a register. This enables the school to check quickly who does or does not have the necessary permission as media opportunities come up through the year.

### Permission to publish forms

[Permission to publish – general \(no logo\) \(DOCX 41.03KB\)](#)

[Permission to publish – general \(department logo\) \(DOCX 58.91KB\)](#)

[Permission to publish – specific activity \(no logo\) \(DOCX 40.19KB\)](#)

[Permission to publish – specific activity \(department logo\) \(DOCX 58.26KB\)](#)

**Reference:** *Communication and Engagement, NSW Department of Education, February 2019*

## Summary

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EVALUATION REQUIRES GOOD PLANNING. THE EVIDENCE GATHERED CAN CONTRIBUTE TO ACCOUNTABILITY AND MAINTAIN THE SUPPORT OF STAKEHOLDERS AND THE COMMUNITY.

It is important for SaCC facilitators to plan and evaluate their SaCC projects to find out whether they are really making a difference; that SaCC initiatives and services are tailored to the local community, are evidence based and of high quality.

EVALUATION CAN BE CHALLENGING WHERE RESOURCES ARE STRETCHED AND TIME IS LIMITED.

The SaCC Evaluation Toolkit has been developed to support facilitators with local evaluation processes, ensuring continuous improvement of the SaCC program and better outcomes for families.

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# Evaluation Tools

## 1. Surveys

Surveys can collect quantitative data (*How much did we do?*) and qualitative data (*How well did we do? and Is anyone better off?*). They can be used both pre and post an initiative.

A survey is appropriate to use when:

- SaCC facilitators want to gather feedback from all participants in an initiative. Ensuring the survey is accessible (see the survey tips below) will increase the participation rate and the validity of the survey results.

For more information on designing a survey questionnaire refer to: [DoE Evaluation Resource Hub – Designing a Questionnaire](#)

### Survey Tips

Surveys should

- be short
- avoid jargon
- use simple, direct, relevant questions that make sense
- be easy to respond to and analyse - use rating scale, tick box, drop down lists etc.
- be translated where possible.

Click on the links below for survey examples and templates:

1. [Family Playgroup Survey 1](#)
2. [Family Playgroup Survey 2](#)
3. [Family Survey-Activities and Services](#)
4. [Community Event Survey](#)
5. [Young Parents' Survey](#)

## 2. Case Studies

A case study is a type of evaluation approach that ‘tells the story’ of how and why a program or initiative has been successful and can be used in conjunction with other data collection tools such as surveys and observations.

A case study is appropriate to use when:

- investigating outcomes for a unique group of individuals participating in a program.
- SaCC facilitators want to know how or why an initiative is having a certain effect.
- SaCC facilitators are looking to supplement their quantitative data with a qualitative understanding of the different initiatives and activities in your program.

Source: [Ontario Centre of Excellence for Child and Youth mental health Method Mini-Toolkit— Case studies: An overview](#)

In the SaCC context, a case study can be used to evaluate a program initiative to:

- investigate the outcomes for children and families participating in a SaCC initiative to answer the questions: *How much did we do? How well did we do it? and Is anyone better off?*
- find out if the initiatives being delivered are working
- supplement quantitative data collected for the Annual Data Results Based Accountability survey with qualitative data.

### **Case Study Tips:**

Before writing a case study:

- collect information (using surveys, interviews, questionnaires etc.) from relevant sources such as parents, partners, children
- be clear about the purpose of the case study and the best way to communicate it
- collate the information and work out what information is to be included in the case study.

When writing the case study

- keep the writing as clear as possible and sentences short and sharp
- avoid jargon and long paragraphs
- explain the background of the initiative
- describe who or what the case study is about and when it occurred or over what period of time
- use the information you collected and collated to show what happened, improved or changed
- include de-identified visual records to make it more appealing and memorable wherever possible
- conclude with a summary e.g. ‘This case study shows that as a result of the parenting program, many of the parents were more able to access services and had developed increased support networks ...’

[Click here to find a case study template](#)

### 3. Storytelling

Storytelling is another means to gather information about the SaCC program. It is about families sharing their personal and life experiences or points of view that will provide information for evaluation. The approach is likely to be more successful when facilitators and families have developed open and trusting relationships as they will be more comfortable sharing information.

Storytelling is appropriate to use when:

- parents/carers have limited English language or literacy skills and may have difficulty participating in surveys, interviews and other data collection processes
- SaCC facilitators want to encourage families to express their thoughts without the constraints of more formal evaluation methods.

Storytelling values and respects diverse ways of knowing and learning and may be an evaluation method that families are familiar and comfortable with. Stories can be used effectively with surveys, focus groups, observations and other methods of evaluation. They put a face on the facts and figures, and help SaCC facilitators understand what's working, what's not, and why. They can be videoed, recorded or written down.

[Source: http://www.racialequitytools.org/resourcefiles/calendow.pdf](http://www.racialequitytools.org/resourcefiles/calendow.pdf)

A story should:

- be about, or revolve around a family, a parent/carer or a child; they are particularly powerful when told in the first person
- explain when and where the story took place and what's happening/ happened to the family, parent, carer or child
- describe what the family, parent/carer or child were wanting to do: it may be to share a positive experience or tell about a challenge, a concern or struggle they may have had or are trying to resolve
- show the learning outcomes, for example the parent is more confident, achieves goal, solves problem (or not).

[Source: An Introduction to Using Stories in Research by Richard A. Krueger, Ph.D., Professor Emeritus, University of Minnesota, Minneapolis, MN, September 2015](#)

#### **Storytelling Tips**

- some families might want to tell (or write) their own story. From the story the family want to tell, SaCC facilitators need to be clear what information they need for their evaluation and remember to de-identify.
- explain to the parents/carers the reason/s for wanting to hear their story and what the plan is for the information they give in their story
- make sure there is informed consent to use their information and record their story; either by note taking or using video/audio or for the parent/carer to write or record their own story
- find a quiet and private space to avoid interruptions and ensure confidentiality
- make them comfortable and at ease as much as possible
- be objective and respectful
- use questions to prompt them
- analyse and summarise findings from the story.

[Click here to find a storytelling example and template](#)

## 4. Observation

Observation provides an opportunity to see and hear what is happening and changing in a SaCC project. Observation is a useful tool for gathering qualitative information and helps SaCC facilitators measure impact (*is anyone better off?*). It can show interactions between individual or groups of children and parent/carers and children, and allows evaluation over time.

Observation is appropriate to use when:

SaCC facilitators want to learn about the development and changes for families as a result of participation in a SaCC initiative. Examples of the type of things a SaCC facilitator may wish to observe for evaluation purposes include:

- early language acquisition
- children's ability to form positive peer and other relationships
- behaviour (including a child's sense of self and security and emotional regulation)
- parents' engagement and interactions with their children
- connections between parents.

Annotated photos and work samples can further illustrate what SaCC facilitators have seen or heard. Remember signed and written informed consent is required for all photos.

Early childhood development guiding principles and practices are available in [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#) and may support SaCC facilitators' observations in relevant initiatives.

### **Observation Tips**

- ensure confidentiality is maintained and permission is gained from the parent/carer to carry out the observation and there is an agreed understanding of how the observation will be reported back to the parent/carers
- when using observation as an evaluative tool, a clear understanding of what is being look at is needed, for example has the child's fine motor skills developed since participating in a SaCC playgroup? This requires SaCC facilitators to plan evaluations so that they have baseline data to refer to.
- focus on the particular behaviour, attribute or interaction you want to observe
- what are you 'measuring' and observing?
- what needs to be observed?
- the length of the observation may be up to half an hour for one observation or shorter if the observation is ongoing
- include background details in your observation, for example the child's age, date, setting
- be objective, unobtrusive and a good listener
- use positive language
- accurately record what you see and hear
- include visual or audio to help build your overall picture.

See also: [Observation: a guide for use in evaluation](#)

[Click here to find an example of an observation template.](#)

## 5. Visual records

Visual records including photos or videos, children's cartoons and drawings are another useful source of information for evaluation. They can be used with other data collection tools such as observation, storytelling and case studies. They can be a powerful alternative to the written word to convey information and provide evidence of activities and interactions. However, when using visual records as an evaluation tool for a child's learning and development, the focus is different from using visual records for families to share their child's day.

Visual records are appropriate to use when:

- capturing a child playing or exploring their environment, practising a skill or demonstrating social skills and interactions. They clearly show what a child can do.
- showing improvement and changes in learning and development e.g. a child holding a pencil or using scissors (before, during and after photographs)
- utilising children's art work to show their perceptions of, or responses to, a situation
- children are learning new social skills, such as taking turns, showing empathy, accepting others, sharing (this may be captured through video for example)
- showing interactions and exploratory play (videos or photos of playgroups)
- showing families involved in their school gardens, a cooking class, painting a mural, building a sandpit (series of photos)

A series of visual records taken over time can show the development of a child or changes in their skills and development over time. Using visual records in an evaluation can make it more appealing – and make the key messages more memorable.

Remember, if you are planning to use visual records where children or parents can be identified you will need to get their *Permission to Publish* – that is written permission to take the photo and to use it, and to add their name to the caption if they wish to.

[Capture the Moment Using digital photography in early childhood settings by Kim Walters](#) has lots of ideas about types of digital photography and ways to use them.

### *Visual Records Tips*

- get the required permissions to take and use the photographs
- be clear about why you're taking photographs, videoing etc.
- plan ahead wherever possible to ensure you collect the visual records that will be needed to show the evidence you are looking for
- record details of the place and date of the visual records
- use records that present an authentic picture of the program
- link the visual records to *How well are we doing?* and *is anyone better off?* – don't simply put in random images.

# Appendices



# Appendix A - Surveys

## 1. Family Playgroup Survey One

<b>SACC PROJECT:</b>	<b>SACC FACILITATOR:</b>
Survey Date:	
SaCC Program Framework Element:	
SaCC Program Outcome:	
Key Initiative:	

This survey can be used as a pre and post survey. It can be used in two parts or altogether. The first section collects quantitative information about demographics and playgroup attendance, the second focuses on early development of children.

## Schools as Community Centres (SaCC) Family Playgroup Survey

Please take 5 minutes to complete this survey - all your answers are confidential and help our SaCC project to better support our families.

### About you and your child/children

1. How old is your child/children attending playgroup?

	Less than 1 year old	1 year to 3 years	3 years to 5 years	5 years to 8 years
Child 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. How often does your child/children take part in playgroup? \*

- Once a week
  - Twice a week
  - Once a fortnight
  - Other
- \_\_\_\_\_

3. What is your relationship to the child/children attending? \*

- Mother
- Father
- Carer
- Grandparent
- Other relative

4. Are you the sole carer for this child? \*

- Yes
- No

5. What is your age group? \*

- Under 25 years
- 25 to 40 years
- 40 to 60 years
- Over 60 years
- Prefer not to say

6. My child/children identify as: \*

- Aboriginal
- Torres Strait Islander
- Aboriginal and Torres Strait Islander
- Neither Aboriginal or Torres Strait Islander

7. At home my child speaks: \*

- Only English
- English and another language
- Only another language

8. Does your child/children need additional support? \*

- Yes
- No
- Not sure
- If yes, please specify.

## About your child/children

Please take 5 minutes to complete this survey - all your answers are confidential and help our SaCC project to better support our families.

### 1. Early Development of children - activities: \*

How often do you and your child/ children	Every day	A few times a week	Occasionally	We don't do this activity
Look at or read books together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sing songs and make up rhymes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make up or tell stories to each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chat about everyday things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make art and craft together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Play outdoor games together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Join in activities with other families with young children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make a healthy snack together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. Early Development of Children – social skills: \*

Does your child/children:	Most of the time	Sometimes	Rarely	My child is too young to do this
Take turns or share with other children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Play happily away from you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask other adults for help if needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tell others what they need, want or feel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow basic rules like washing hands before eating and packing up their toys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Thank you for participating*

## 2. Family Playgroup Survey Two

<b>SACC PROJECT:</b>	<b>SACC FACILITATOR:</b>
<b>Survey Date:</b>	
<b>SaCC Program Framework Element:</b>	
<b>SaCC Program Outcome:</b>	
<b>Key Initiative:</b>	

### Schools as Community Centres (SaCC) Family Survey- Playgroup

Please complete this survey about the playgroups you attend in our SaCC. Your answers are confidential and will help our SaCC better support families.

	<b>No</b>	<b>A little</b>	<b>Some</b>	<b>A lot</b>
1. I feel valued as a member of this playgroup	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I have found out more about services and resources for families in my local community by attending playgroup	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My children have enjoyed making new friends at playgroup	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My child/ren enjoy activities at playgroup	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I feel supported in my role as a parent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My confidence as a parent has increased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. We have used some of the play activities at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Families at this playgroup feel safe and welcome	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I am socialising more with other people now that we have been coming to playgroup	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Coming to playgroup has been good for our family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comments:**

This survey has been adapted from Playgroup Victoria Inc. A0012387K

### 3. Family Survey-Activities and Services

This survey can be used to find out if families are benefitting from SaCC services and activities.

<b>SACC PROJECT:</b>	<b>SACC FACILITATOR:</b>
<b>Survey Date:</b>	
<b>SaCC Program Framework Element:</b>	
<b>SaCC Program Outcome:</b>	
<b>Key Initiative:</b>	

#### Schools as Community Centres (SaCC) Family survey

We try to provide SaCC services and activities so everyone benefits from coming. SaCC is about connecting people, providing helpful information, supporting parents and children's development.

*Please take 5 minutes to complete this survey. All your answers are confidential and help our SaCC project to better support our families.*

11. How many of your children have been coming to the activities this year?

Number of Children

12. How long have you been coming to your School as Community Centre?

- Under 6 months  
 6-12 months  
 Over 12 months

13. How often do you come to your School as Community Centre?

- 2 or more times a week  
 Once a fortnight  
 Once a week  
 Once every three weeks or less often

14. How old are your children who come to the activities?

\_\_\_ Yrs \_\_\_ mths Child 1  
\_\_\_ Yrs \_\_\_ mths Child 2  
\_\_\_ Yrs \_\_\_ mths Child 3  
\_\_\_ Yrs \_\_\_ mths Child 4

15. What is your relationship to the children?

- Mother
- Father
- Carer
- Grandparent
- Other relative

16. What is your age group?

- Under 25 years
- 25 to 40 years
- 40 to 60 years
- Over 60 years
- Prefer not to say

17. My child/children identify as:

- Aboriginal
- Torres Strait Islander
- Aboriginal and Torres Strait Islander
- Neither Aboriginal or Torres Strait Islander

18. At home my child speaks:

- Only English
- English and another language
- Only another language

19. Does your child/children need additional support?

- Yes
  - No
  - If yes, please specify.
- 

20. Has coming to the activities been helpful to you and your children?

- Not at all helpful
- A little helpful
- Quite helpful
- Very helpful



21. In coming to the activities, have you learnt anything about

- |  | No                    | A little              | Some                  | A lot                 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Services, places to get support, or things to do in the area? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Parenting tips, ideas?  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) How children grow, learn and develop?                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- |  | No                    | A little              | Some                  | A lot                 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 22. Has coming made a difference to your confidence as a parent? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

23. Since coming have you, or your family:

- |   | Yes                   | No                    |
|---|-----------------------|-----------------------|
| a) Used a service you hadn't used before?                 | <input type="radio"/> | <input type="radio"/> |
| b) Been to a community event you have not been to before? | <input type="radio"/> | <input type="radio"/> |
| c) Started going to a new activity or joined a group?     | <input type="radio"/> | <input type="radio"/> |
| d) Tried any other new things in your community?          | <input type="radio"/> | <input type="radio"/> |

24. By coming did you, or your family

- |   | Yes                   | No                    |
|---|-----------------------|-----------------------|
| a) Meet new people in your area?                                  | <input type="radio"/> | <input type="radio"/> |
| b) Make a new friend or social connection?                        | <input type="radio"/> | <input type="radio"/> |
| c) Get together later with anyone you met through the activities? | <input type="radio"/> | <input type="radio"/> |
| d) Get to know someone you could turn to in a crisis?             | <input type="radio"/> | <input type="radio"/> |

25. Would you like to add any further comments as to the benefits of being involved with the SaCC program?

(Insert comments from parents, a video clip interview, photographs as evidence)

## 4. Community Event Survey

This survey can be used to help find out about the benefits of running a community event.

<b>SACC PROJECT:</b>	<b>SACC FACILITATOR:</b>
<b>Survey Date:</b>	
<b>SaCC Program Framework Element:</b>	
<b>SaCC Program Outcome:</b>	
<b>Key Initiative:</b>	

### Schools as Community Centres Community Event Survey

We hope that you enjoyed the \_\_\_\_\_.

Please take a moment to fill in the evaluation form:

Your feedback is important for future community events. **THANK YOU!**

1. What country are you from? \_\_\_\_\_

2. What is your main language? \_\_\_\_\_

3. What is your age group?

Under 15 years

16 to 25 years

26 to 40 years

41-60 years

Over 60

4. Is this the first xxxxxxxxxx event you have been to? Yes  No

5. What is the best thing about this event?

---

---

6. Do you think this event is well-attended by your community? Why/why not?

---

---

7. Do events like this help your community? How?

---

---

**No**

**A little**

**Quite a lot**

**Very much**

8. Has this event increased your awareness of xxxxxxxxxx?

9. How could this event be improved in the future?

---

---

10. Any other comments?

---

---

## 5.Young Parents' Survey

(Source: Blue Haven and Northlakes SaCC)

This survey can be used to find out about the needs of young parents in the community.

<b>SACC PROJECT:</b>	<b>SACC FACILITATOR:</b>
<b>Survey Date:</b>	
<b>SaCC Program Framework Element:</b>	
<b>SaCC Program Outcome:</b>	
<b>Key Initiative:</b>	

### Schools as Community Centres (SaCC) Young Parents' Survey

Please move the slider scale along the continuum to represent your answer.

1. Do you feel that you know where to find information and support in your community?

**Not Confident**

**Very Confident**



2. How confident do you feel in your parenting?

**Not confident**

**Very confident**



3. Do you feel connected with other families in your community?

**Not at all**

**Very much so**



4. How likely are you to attend a parenting group?

**Not likely**

**Very likely**



5. How likely are you to attend a playgroup?

**Not likely**

**Very likely**



Please complete

6. As a parent under 25 years, what would you like to see in your community to support you and your family?

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# Appendix B – Case Studies

This template can be used to record and analyse a case study that focuses on an initiative or activity in your SaCC.

## Case Study Template

<b>SACC PROJECT:</b>	<b>SACC FACILITATOR:</b>	<b>Date:</b>
<b>SaCC Program Framework Element:</b>		
<b>SaCC Program Outcome:</b>		
<b>Key Initiative:</b>		
<b>Case Study</b>		
<b>Interpretation</b>		
<b>Follow up</b>		



## Case Study Completed Example

<b>SACC PROJECT:</b>	<b>SACC FACILITATOR:</b>	<b>Date:</b>
<b>SaCC Program Framework Element:</b> Safe, healthy and connected communities		
<b>SaCC Program Outcome:</b> Family, school and community efforts are integrated so that children grow up in safe, healthy and connected communities.		
<b>Key Initiative:</b> Parenting group for refugee women and children's program		
<b>Case Study</b>		
<p>This group started in response to observing the increasing number of refugee families enrolling children at the local school. An NGO was running a playgroup to support the families but the playgroup was not held locally. The school discovered that many of the families had younger children who had difficulty attending this playgroup due to its location. Relocation of the playgroup to the local SaCC was negotiated to connect the families to relevant local services and support the women and children with a regular group. The NGO was responsible for referral of families, a caseworker most weeks and programming input. The SaCC project provided a child carer each week, outreach to refugee families that were not clients of the NGO, premises, equipment, hospitality and programming input, as well as links to other services and the school.</p> <p>As the program progressed some of the families began attending other playgroups being offered at the SaCC. Most had made connections with other families and were using local services when the NGO funding ended. The program ran for two years and successfully engaged over 50 families during that time. The SaCC project maintains a strong connection with the refugee community with many families continuing to attend playgroup and using the Centre as a support. The SaCC is also a partner in a local working party coordinating responses and programs for the refugee population in the area.</p>		
<b>Interpretation</b>		
<i>How much did we do?</i>		
<ul style="list-style-type: none"> <li>• Consistent engagement with 50 families over 2 years.</li> </ul>		
<i>How well did we do?</i>		
<ul style="list-style-type: none"> <li>• Social connection and inadequate services for refugee families were identified</li> </ul>		
<i>Is anyone better off?</i>		
<ul style="list-style-type: none"> <li>• Parents were connected with appropriate services and schools</li> <li>• Connection continued after program ended</li> <li>• Relationships with others developed and increased</li> <li>• Improved support networks and social cohesion</li> <li>• Improved safety, less isolation</li> <li>• Increased social and emotional development of children</li> <li>• The refugee families became better connected to other families, and the children's social and emotional development improved</li> </ul>		
<b>Follow up</b>		
Continue to work with the school, working group and community members who come to the SaCC project to develop ongoing suitable initiatives and to address the inadequate level of service delivery for this group.		

# Appendix C – Storytelling

## Storytelling Template

This template has sequenced, suggested prompt questions to help you guide families through the storytelling process. Facilitators should select relevant questions as required. The template could also be used to note down families' responses in the relevant sections or to prompt them while recording their responses.

<b>SACC PROJECT:</b>	<b>SACC FACILITATOR:</b>	<b>Date:</b>
<b>SaCC Program Framework Element:</b>		
<b>SaCC Program Outcome:</b>		
<b>Key Initiative:</b>		
First, tell me a little about: <ul style="list-style-type: none"><li>• <i>yourself.</i></li><li>• <i>your family</i></li><li>• <i>your experience living in this community</i></li><li>• <i>your experience living in this country</i></li><li>• <i>how long you've been in the SaCC program</i></li></ul>		
Tell me why you first came to the SaCC program. <ul style="list-style-type: none"><li>• <i>What challenges were you facing?</i></li><li>• <i>How did you feel when .....happened?</i></li><li>• <i>Who helped you?</i></li></ul>		
What are some of the SaCC project activities you've participated in? <ul style="list-style-type: none"><li>• <i>What have you enjoyed? Why?</i></li><li>• <i>What is something you haven't enjoyed? Why?</i></li><li>• <i>What have you found challenging?</i></li><li>• <i>What could be improved?</i></li></ul>		
How do you feel these activities have made a difference? <ul style="list-style-type: none"><li>• <i>What's changed for you?</i></li><li>• <i>What hasn't?</i></li></ul>		
What other challenges or concerns (if any) do you have about.....?		
Do you plan to continue participating in .....		
<b>Interpretation</b>		
<b>Follow-up</b>		

## Storytelling Completed Example

<b>SACC PROJECT:</b>	<b>SACC FACILITATOR:</b>	<b>Date:</b>
<b>SaCC Program Framework Element:</b> Positive parenting		
<b>SaCC Program Outcome:</b> Parents have the knowledge, skills and support they need to enhance their nurturing behaviours and positive parenting strategies		
<b>Key Initiative:</b> Supported playgroup		
<p>First, tell me a little about:</p> <ul style="list-style-type: none"> <li>• <i>yourself and your family.</i></li> <li>• <i>your experience living in this community.</i></li> <li>• <i>your experience living in this country.</i></li> <li>• <i>how long you have been in the SaCC program.</i></li> </ul> <p>I have a husband and 2 kids and have been in Australia for more than 6 years. Last year I joined the SaCC program.</p>		
<p>Tell me why you first came to the SaCC program.</p> <ul style="list-style-type: none"> <li>• <i>What challenges were you facing?</i></li> <li>• <i>How did you feel when .....happened?</i></li> <li>• <i>Who helped you?</i></li> </ul> <p>Migrating from overseas with no family support, I was very unhappy and had negative thoughts. Being a mother of 2 kids looking after the house and taking care of the family, I felt lost and isolated. When my son started school, the SaCC facilitator came to me and asked me to join a playgroup for my daughter, but I was very hesitant. A term passed and I thought I'd give it a go.</p>		
<p>What are some of the activities you've participated in in the SaCC program?</p> <ul style="list-style-type: none"> <li>• <i>What have you enjoyed? Why?</i></li> <li>• <i>What is something you haven't enjoyed? Why?</i></li> <li>• <i>What have you found challenging?</i></li> <li>• <i>What could be improved?</i></li> </ul> <p>At the playgroup I met many other mums and slowly started talking to them, sharing my problems. Being a part of this group has let me know about many activities like Zumba health and fitness. After our Zumba group, we do many activities such as art and craft, making friends, chatting about relationships, time management and participating in the 123 magic parenting program. My son has also learnt many things at playgroup, developed his social skills and has become very confident and happy since attending playgroup.</p>		
<p>How do you feel these activities have made a difference?</p> <ul style="list-style-type: none"> <li>• <i>What's changed for you?</i></li> <li>• <i>What hasn't?</i></li> </ul> <p>I realised that I was not the only one facing problems. There were many more mothers facing similar problems. Life started changing. Now I am very happy and willing to do many things to make my life better. I have also started to encourage other mothers to come to the activities. I am willing to serve the community and I have started to get involved in many community activities, including dropping SaCC flyers in letterboxes in the local area.</p>		
<p>What other challenges or concerns (if any) do you have?</p> <p>I'm a bit worried about how my son will go at school. I'm worried he might not be as happy as he is in playgroup.</p>		

Do you plan to continue participating in .....

Yes, since joining the SaCC program, my life has positively changed

**Interpretation**

The playgroup has offered this mother a positive social experience so that she feels more confident in her parenting, in interacting and forming relationships with other mothers in the group, in getting more involved in community activities and in seeking ways to improve herself.

The mother reports her son's confidence has increased and he seems happier.

This supported playgroup has facilitated social networks and increased the mother's knowledge of parenting skills and access to services available in the community.

**Follow-up**

- provide additional information to the mother about adult education programs when her son goes to school
- encourage the mother to enrol her son in a transition to school program
- utilise her skills and experience to support the community

# Appendix D – Observation


## Observation Template

<b>SACC PROJECT:</b>		<b>SACC FACILITATOR:</b>		<b>Date:</b>	
<b>Child's name:</b>			<b>Age:</b>		
<b>SaCC Program Framework Element:</b>					
<b>SaCC Program Outcome:</b>					
<b>Key Initiative:</b>					
<b>Observation Notes</b>			<b>Visual record**</b>		
<b>Background</b>					
<b>Comments</b>					

\*\* Permission to publish must be gained before photos are taken or included.

<b>Interpretation</b>  Sample sentence starters include: <ul style="list-style-type: none"><li>• Through the observation.....</li><li>• It is evident that.....</li><li>• (Child's name) has shown .....</li><li>• During the observation process</li></ul>
<b>Follow up</b>

## Observation Completed Example

<b>SACC PROJECT:</b>	<b>SACC FACILITATOR:</b>	<b>Date:</b>
<b>Child's name:</b> Chelsea	<b>Age:</b> 4 years	
<b>SaCC Program Framework Element:</b> Early development of children		
<b>SaCC Program Outcome:</b> Children's sense of self and security is maximised: social competence, physical health and wellbeing and gross motor skills.		
<b>Key Initiative:</b> Supported playgroup		
<b>Observation Notes</b> <b>Background</b> The focus is the percentage of children participating and engaged in outdoor play activities during a supported playgroup session. Most children enjoy the sandpit, painting and water play, but some are reluctant to use the new climbing frame.  <b>Comments</b> Chelsea walked towards the climbing frame. She placed her foot on the first step then stopped. Vikash, Jack and Macey lined up behind her. She stood back and waved them on. "You go", she said. When they had passed, she stepped up again but backed away when more children arrived for their turn at the climbing frame. Chelsea stood at the bottom of the frame for a moment, then went to the sandpit. Mum was watching what was happening, but remained passive during this exchange.	 <p><a href="#">This Photo</a> by Unknown Author is licensed under <a href="#">CC BY</a></p> <p>Illustrative purposes only</p>	
<b>Interpretation</b> Chelsea interacted positively with other children but when she attempted to climb the frame, she seemed to lack confidence when it came to her turn. She may be averse to trying new things or she may not have the physical independence or gross motor skills for climbing.		
<b>Follow up</b> <ul style="list-style-type: none"><li>• identify other situations where Chelsea appears to lack confidence and provide more opportunities during playgroup for her to practise risk taking in a supported way</li><li>• provide other opportunities for Chelsea to practise gross motor skills</li><li>• continue to value and support Chelsea's mother's role at playgroup and encourage her to initiate other activities to practise gross motor skills so both Chelsea's and her confidence will increase.</li><li>• conduct a post observation next term.</li></ul>		

# Appendix E – SaCC Evaluation Tool

## SaCC Evaluation tool - program planning

This SaCC Evaluation tool has been developed to improve consistency in the collection of data across the SaCC program to deliver initiatives for children aged birth to 8 years and their families. Most of the information required to complete the table is available through drop-down lists ensuring this tool is easy to use for SaCC facilitators and links directly with the SaCC Program Framework.

Before the commencement of each new term, it is recommended that SaCC facilitators complete the appropriate spreadsheet for the year and term.

**SaCC facilitators** can use this tool as part of their Program Evaluation Strategy - 'How much did we do?', 'How well did we do it?' and 'Is anyone better off?' and, for example, consider whether there are any gaps in collaborative service delivery which, if addressed, could improve outcomes for children birth to 8 years old and their families.

The example on the following page includes example information from the pull-down menus.

SaCC program outcomes	Relationship to SaCC Program Framework	Key initiative/s What initiative/s are you implementing to achieve the outcome?	How much will you do? What is the quantity of effort?	How well will you do it? (focus of initiatives) What is the quality of effort?	What tools will you use to collect your evidence ?	When will you collect the evidence?	Is anyone better off? (impact in making a difference ) Quantity and Quality of Effort
<b>Children's:</b> * early language acquisition * cognitive development * sense of self & security * emotional regulation and * ability to form positive peer and other relationships <b>are maximised</b>	The early development of children	Playground/s for children with additional needs	Once/week	Language & cognitive skills	Parent/carer survey	Pre and post initiative	Evidence to be recorded on SaCC Evaluation Summary Overview
		Water safety activities	Once/fortnight	Physical health and wellbeing	Visual Records	On-going during initiative	
		Playground in the park	Twice a term	Social competence	Nil this semester		



Children are set up for success in the remainder of their schooling through effective transitions	Key life transitions	Transition playgroup/s	Once/fortnight	Emotional maturity	Parent/carer survey		Evidence to be recorded on SaCC Evaluation Summary Overview
		School readiness packs	Once a semester	Language & cognitive skills	Storytelling		
Parents have the knowledge, skills and support they need to enhance their nurturing behaviours and positive parenting strategies	Positive parenting	Healthy lunch box initiatives	Once a term	School-ready families	Nil this semester	Post initiative	Evidence to be recorded on SaCC Evaluation Summary Overview
		Child health screenings	Once/fortnight	School-ready families	Nil this semester		

Parents confidence and skills are increased as their child's first teacher	Positive parenting	Learning at home resources & activities	Once/week	Parents < 25	Story telling	Post initiative	Evidence to be recorded on SaCC Evaluation Summary Overview
		School garden	Once/fortnight	Families new to the community	Visual Records	On-going during initiative	
Family, school and community efforts are integrated so that children grow up in safe, healthy and connected communities	Safe, healthy and connected communities	Whole community event	Once a term	Community members	Community survey	On-going during initiative	Evidence to be recorded on SaCC Evaluation Summary Overview
		Breakfast program	Four-five/week	All families	Observation	On-going during initiative	