

# SERVICE SPECIFICATIONS

*Social Workers in Schools*



**ORANGA  
TAMARIKI**  
Ministry for Children

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# 1. ABOUT THESE SPECIFICATIONS

## Who are these Specifications for?

These Specifications are for the Provider that Oranga Tamariki—Ministry for Children (Purchasing Agency) contracts with, to provide the Social Worker in Schools (SWiS) service.

Outcome Agreements with Providers for the SWiS service require that they are delivered in accordance with these specifications. These service specifications are a living document and may be varied at the discretion of Purchasing Agency. These Service Specifications form part of the Outcomes Agreement.

## What is the purpose of these Specifications?

The specifications provide:

- a set of commonly agreed practice principles and values to guide service delivery
- detailed information about service delivery and practice
- a resource tool to help you deliver the Service consistently
- a resource tool to assist you in meeting the desired Service outcomes
- a way for us to improve our responsiveness to feedback regarding changes to the service delivery component of the Outcome Agreement.

## How should these Specifications be used?

These specifications should be seen as setting the minimum standard for service delivery to assist you to competently deliver the Service in accordance with the Outcome Agreement requirements. Each Provider can develop a service that reflects their organisation's philosophical base, incorporating local need and the culture within which it works.

## Will these Specifications be revised?

This document is a living document and will be updated as required. Purchasing Agency's staff will keep you informed of any further editions, updates or changes to these specifications, as it forms part of the Outcome Agreement. Feedback on the specifications is welcome at any time and can be sent to your Purchasing Agency's Contract Manager using the attached Feedback Form (see Appendix One).

## Where can you go for further information?

For further information on these service specifications please contact your Purchasing Agency's Contract Manager as identified in your Outcome Agreement.

## 2. RELATIONSHIPS

### What are the principles that underpin the relationship between Purchasing Agency, the Provider and the client?

For this relationship to be successful, it is essential that all parties collaborate to ensure the service is effective and accessible. The following principles guide all dealings under the Outcome Agreement. The parties agree to:

- act honestly and in good faith
- communicate openly and in a timely manner
- work in a collaborative and constructive manner
- recognise each other's responsibilities
- encourage quality and innovation to achieve positive outcomes

The Outcome Agreement does not constitute a partnership in the legal sense nor does it mean that the Provider is an employee or agent of Purchasing Agency.

### Cultural awareness

Each party recognises the needs of all people, including Māori, Pacific, ethnic communities and all other communities to have the SWiS service provided in a way that is consistent with their social, economic, political, cultural and spiritual values.

### Accessibility

Increased participation is supported by enhanced accessibility and recognises the diverse needs of all people, through:

- ease of communication
- flow of information
- physical accessibility.

# **3. THE CHILDREN'S ACTION PLAN AND CHILDREN'S TEAMS**

The SWiS service is one of many services that support the broad approach of the Children's Action Plan. Under the Children's Action Plan, the Children's Teams are a critical coordination mechanism for the most vulnerable children and their families.

More information about the Children's Action Plan and Children's Teams can be found at <http://childrensactionplan.govt.nz/>

See Section 4, Service Delivery, for details about how the SWiS programme intersects with and supports the Children's Action Plan and Children's Teams.



# 4. ABOUT SOCIAL WORKERS IN SCHOOLS

## Overview of SWiS Service

SWiS is a community social work service, delivered in the school setting. SWiS social workers are available to support selected primary, intermediate, composite and Kura Kaupapa Māori; working primarily with children in years one to eight (ages 5 -12) within these schools. The decision to provide SWiS to a school is based on need in the school community.

By intervening early, social workers are able to work with children, their families/whānau and schools, to help protect vulnerable children and develop plans to improve their safety, wellbeing and educational outcomes.

The school setting has the advantage of:

- being a site where children are regularly seen
- having an existing infrastructure to support the delivery of the Service
- allowing issues to be identified early.

SWiS social workers are employed by non-government social service providers. They work in partnership with school staff as part of the school community; however they are not employed by the school.

A SWiS social worker will work in one school, or a group of schools, depending on the Provider's agreement with Purchasing Agency. One 'full time equivalent' social worker position equates to one school or a cluster of schools, ideally grouped to make up a total roll of between 400 and 700 students.

## Who is the client group for the SWiS service?

SWiS social workers work with the most vulnerable children and their families/whānau. They provide timely social work intervention where there are concerns about a child's safety, or where the child's family circumstances are affecting his/her wellbeing and ability to learn.

Children and their families/whānau referred to SWiS may be experiencing challenges in one or more of these areas:

- Children and families/whānau have been referred by Oranga Tamariki Care and Protection, and/or there is:
  - childhood history of abuse or neglect (child/either parent)
  - care and protection history (child/either parent involvement with Oranga Tamariki)
  - risk of statutory intervention – families/whānau for whom statutory intervention may be required if concerns and risk factors are not addressed.
- Children are having difficulties attending and/or engaging in school due to issues such as:
  - recurring or chronic health issues, or disability
  - mental health issues , (child/parents/primary caregiver)
  - lack of transport
  - lack of supervision/parental/adult guidance
  - transience/frequent change of address
- children with social or behavioural problems
- children experiencing grief and loss, or other adverse life events, which are affecting their ability and/or the ability of their family/whānau to manage
- children or their families/whānau are experiencing multiple social, economic or parenting issues such as:
  - isolation (no/little access to whānau or community resources/services)
  - addiction problems (drugs, alcohol, gambling)
  - low income/ beneficiary/ long term unemployment
  - chaotic living situation/home environment
  - family violence
  - parenting and child development issues
  - young parents (age under 18 years)
  - lack of basic amenities/child's basic needs not being met
  - currently incarcerated or history of incarceration (either parent/primary caregiver).

## What is SWiS seeking to achieve?

The SWiS Service seeks to achieve the following vision, long term outcomes, and results for children and families/whānau.

## Vision:

Enhanced life outcomes for children whose social and family/whānau circumstances place at risk their chances of achieving positive education, social and health outcomes.

## Outcomes:

- children attending and engaged in school
- safe, socialised children with a strong sense of identity and wellbeing.

## Results:

The SWiS Service is aiming to achieve the following results for the children and their families/whānau with whom they work:

- children attending school
- children making friends and maintaining positive relationships at school
- resilient children
- children able to manage difficult situations and know who to go to for help
- timely SWiS intervention to address child safety concerns
- schools able to identify abuse and neglect and respond appropriately
- parent/caregiver participation in school activities
- children making successful transitions from primary to intermediate and intermediate to secondary schools
- appropriate referrals are made to services to provide specialised support to children and families/whānau
- collaboration between social services in the school and community, resulting in coordination of services to children and their families/whānau
- parents and caregivers have positive parenting strategies and skills.

## SWiS social work practice

SWiS social workers work within a strengths-based framework to support children and families to achieve their goals for change. Their practice will be child-centred, family/whānau-led and culturally responsive. The core principles which underpin SWiS

social work include strengths and evidence-based practice. The following represents these principles:

- social workers work in partnership with children and families/whānau in a relationship which respects the right of each family/whānau to participate in all aspects of service delivery (participation by children and family/whānau is voluntary)
- children's right to have their wellbeing and safety protected must be the first and paramount consideration in the SWiS service
- children are supported to reach their full potential
- existing strengths within families/whānau are acknowledged and enhanced through the application of strengths-based social work practice. (Additional information about strengths-based practice is available in the SWiS Toolkit which will be available on the Purchasing Agency's website).
- collaboration and open communication between all key partners (providers, schools and other community support organisations) is vital to ensure the services are effective and accessible
- social workers work in accordance with, and to support, the Children's Action Plan and Children's Teams (where these are active).

## How does the service work?

SWiS has three key components:

### Social work with children and families/whānau

This component of the Service involves social workers:

- developing supportive, trusting relationships with client children and families/whānau to facilitate change
- assessment and intervention planning with goals for change which build on the strengths and resilience of clients
- advocating for children and their families/whānau to ensure their needs are understood within the school setting
- linking children and families/whānau with community or specialist services where needed
- applying the Paramountcy Principle in the work with children and ensuring reports of concern (notifications) are made appropriately

- undertaking a case coordination role where appropriate when there are multiple agencies involved in the support of client families/whānau
- The social worker is to use the Strengths and Difficulties Questionnaire (SDQ) as an evaluation tool for the service. The use of the SDQ will also inform the social worker's wider assessment of the child and their family/whānau
- The SDQ is to be completed by the child's family/whānau and Form/Whānau teacher at the beginning of service delivery and again when the child exits the service.<sup>1</sup>

## Group programmes

A group programme is defined as:

A strengths and needs based planned group activity that provides positive social development opportunities to enhance and support children's learning and holistic wellbeing.

This component of the service involves social workers:

- working with cluster partners to assess needs which can best be met within a group context. This will include trends in referrals to SWiS and issues which have come to the notice of schools and social workers
- providing reports to the Governance Group which include SWiS referral reasons and proposed group programme responses to meet needs identified
- planning, coordinating and delivering group programmes for children and families/whānau in response to areas of need identified in the course of their work
- evaluating the effectiveness of group programmes to ensure programmes are targeted towards the areas of need and expected outcomes are achieved .

## Outcomes of group programmes

Group programmes are delivered to meet identified needs which would be best met by an interactive group setting. This may include programmes which:

- strengthen children's social relationships and communication

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<sup>1</sup> NB: When the child is 11 years and over, it is best practice to use the SDQ with the child as well as the parent and teacher. Please note this is not currently one of our reporting measures.

- build positive identity
- address specific behaviour which is causing concern
- strengthen resilience and ability to manage grief, loss and change
- strengthen families/whānau ability to support their children.

Group programmes may be delivered by SWiS social workers, trained facilitators of evidence-based programmes, SWiS social workers co-facilitating with Resource Teachers for Learning and Behaviour (RTLb), Public Health Nurses or other relevant professionals.

### Community liaison and service coordination

This component of the service involves the social worker:

- working with other professionals, in particular school support services, attendance services and public health nurses, Resource Teacher: Learning and Behaviour (RTLb) staff and Ministry of Education (MoE) behaviour and special education practitioners to identify, co-work and refer appropriately when specific problems affect a child's wellbeing
- developing a collaborative relationship with Purchasing Agency's local offices to facilitate information sharing and working together
- providing appropriate coordination support to Children's Teams or other coordination processes when children with complex needs require a multi-agency approach.

### Location of SWiS social worker

For the programme to be successful, SWiS social workers will have a base office in one of the schools within which they work and they will primarily work from this base. Social workers provide a SWiS service to each school at times agreed to in the Partnership Agreement. It is important that social workers have a suitable room in each school in which they can work confidentially with children and their families/whānau.

It is not anticipated that social workers will base their work out of the Provider's office during term-time, however, they will have a work space in the Provider's office to utilise when required.

By being located within and becoming known as part of the school community, SWiS social workers are able to break down many of the barriers and stigma families/whānau feel by asking for help.

## Referral process

Referrals to the Service are formal requests for a social work service. Referrals can be made by children and families/whānau (self-referrals), schools, statutory agencies (e.g. Purchasing Agency), Children's Teams or health and community agencies working with families/whānau.

Referrals to the service are made with the consent of families/whānau. The service can only be successful with the willing participation of children and their families/whānau so it is important that the family/whānau understand the reason they have been referred to the Service and give their consent to this referral. If a child self refers and does not want their family/whānau to know, the social worker should work with the child to determine the best approach to gain parental consent to on-going SWiS services.

While the social worker's primary focus is the child in the SWiS school, the social worker will take a whole of family/whānau approach which may include working with parents or caregivers and siblings regardless of the school they are attending.

When a child engaged with the Service moves to another school, this transition is to be supported through joint planning to ensure a smooth transition. This plan may include transition to SWiS services in the new school, or where no service is available the social worker should work with their school to ensure any issues which may impact on learning are included in the child's file to advise the new school. This should be provided with the consent of the child's family. Referral to a community social work support agency may also be appropriate. If necessary and practicable, the SWiS social worker may follow up with the child and family/whānau for up to six months.

### Reporting Concerns

Where the referral is from a Purchasing Agency's Social Worker and the Purchasing Agency has an on-going involvement with the child or their family, if the SWiS social worker considers that a Child have any of the following issues or their behaviour gives cause for concern it is appropriate to talk to the child's caregiver and Purchasing Agency's Social Worker.

Where there is an immediate concern it is important that the SWiS social worker talks to someone directly to ensure they are aware of the concern; do not leave a voicemail message. If the Purchasing Agency's Social Worker is unavailable then please contact their

supervisor or call the National Contact Centre (0508 FAMILY) and ask for the duty Purchasing Agency's Social Worker at the Child's Purchasing Agency's site.

Issues of concern are listed below but this is not an exhaustive list. A Child:

- not attending appointments or programmes when the SWiS social worker expect them to and there are grounds to believe they are at risk of being harmed by others, or there are mental health concerns, or they are at risk of harming themselves or others – contact the Childs caregiver and the Purchasing Agency's Social Worker
- has a pattern of missing planned sessions – contact the Childs caregiver and the Purchasing Agency's Social Worker
- displaying behaviour that is concerning – contact the Childs caregiver and the Purchasing Agency's Social Worker
- appear to be under the influence of drugs or alcohol – contact the Child's caregiver or the Purchasing Agency's Social Worker and supervise till someone comes for them
- have suicidal ideation or reveal they have self-harmed – contact the Childs caregiver and the Purchasing Agency's Social Worker
- become seriously unwell – contact the Child's caregiver and apply / seek appropriate medical assistance.

## Social Sector Accreditation Standards

Providers delivering the SWiS service are required to meet Level Two, Ministry of Social Development (MSD) specific accreditation standards. Providers are required to maintain their Accreditation Level according to MSD's relevant Social Sector Accreditation Standards.



# 5. SERVICE DELIVERY

## Where do Providers fit in the big picture?

Providers are contracted by Purchasing Agency to deliver the SWiS Service. This includes employing and supervising social workers and managing the SWiS Service in accordance with the Outcome Agreement and Service Specifications.

Providers work in collaboration with other community service providers and Government agencies to ensure SWiS services are delivered in a coordinated way. Key relationships include Ministry of Education regional teams, Purchasing Agency's local offices, Children's Teams (where these are operating), regional and national Ministry contracting teams and others as appropriate.

In order to achieve the aims of this Service, it is important that the Provider works closely with the schools within their Cluster. This relationship is formalised in a Partnering Agreement which forms the local framework for the SWiS service.

### The Provider will:

- employ and support competent, qualified social workers
- support social workers to remain registered or to complete New Zealand Social Work Registration Board (SWRB) Registration where they are not currently registered
- provide opportunities for on-going training and professional development of social workers
- apply the partnering principles/framework as agreed in the Partnering Agreement
- promptly address any concerns or conflict between the school, the social worker and/or the Provider to ensure children and family/whānau access to SWiS is not compromised by relationship issues. The Partnering Agreement should include a process to guide issues resolution
- ensure appropriate community liaison and networking links are made to support the social workers, clients of the Service and schools
- develop a process in partnership with the schools, to determine who takes responsibility for making reports of concern to Purchasing Agency where there is evidence or disclosure of abuse or neglect, or concern for a child's immediate safety. Providers and schools will have their own protocols in place and it is essential that they agree on a process that follows protocols and determines the appropriate

person to make the report of concern in each case. Notification may also be made to the Police

- partner with local Children's Teams (where operational) and local Purchasing Agency's sites to share knowledge and expertise
- consult with Purchasing Agency before withdrawing service to a school, providing service to a new school, including new schools in a cluster, or changing cluster formations
- ensure SWiS Governance Group meetings occur quarterly, arrange these and actively participate.

## Employing and supporting a SWiS social worker

To support the delivery of a professional social work service, the Provider is responsible for employing skilled social workers.

The Provider attends to all employment processes including:

- the recruitment and employment processes
- supervision and management
- training and professional development.

The Provider is to employ social workers who hold a social work qualification recognised by the New Zealand SWRB. Where it is not possible to recruit a suitably skilled and qualified social worker, the Provider may employ a social worker who is actively working towards a recognised social work qualification, as defined by the New Zealand SWRB. This will include a timeframe for completing the qualification. The Provider must provide details to Purchasing Agency's Contract Manager if any social workers are employed who are not yet qualified.

The Provider ensures that:

- schools are consulted when appointing a new SWiS social worker
- representatives from the school Cluster, where possible, a local senior Purchasing Agency's staff member and Māori and/or Pacific representation where appropriate, will participate in the interview process
- there is a clear process for vetting applicants, including speaking to referees and a police check
- each social worker has a clear, detailed job description and a documented professional development plan

- remuneration for social workers will reflect their qualifications, experience and skills
- social workers are able to work flexible hours as agreed in their employment agreement, to enable them to attend family/whānau meetings outside normal work hours.

Depending on location, social workers will be aiming for coverage of up to 700 children per FTE at any one time, with active case-loads around 16, but no more than 20 (dependant on need and complexity of cases).

## Social worker competencies

The most important factor in the success of the Service is the ability of the social worker to establish a professional, supportive and effective working relationship with each child and their family/whānau to ensure their goals for change are achieved. It is important that social workers:

- are able to work well within the school system(s) and with school personnel
- are able to work with children and their family/whānau to develop positive family and peer relationships
- are committed to best practice – can demonstrate the Paramountcy Principle and act at all times in the best interest of the child
- are able to explain and promote social work in the school setting
- are able to manage their time well, given they will often be working across several schools
- demonstrate confidence and skill in group programme planning and facilitation.

While the Provider has discretion to develop the job description they believe best reflects the position requirements, core competencies must be considered to ensure the best fit for the role. The Provider will be informed by standard core competencies and by the specific social workers practice competencies detailed in the SWiS Toolkit 'the competency framework for practice excellence' when employing new social workers.

## Supervision and training

The Provider is responsible for the quality of professional supervision, the support the social worker receives when working in the school setting and their access to appropriate training and development opportunities. The Provider is responsible for employing or contracting a

supervisor, monitoring the implementation of the supervision plan and working with the social worker to develop a professional development plan.

Supervision is a compulsory requirement of the service:

- all social workers must receive no less than one hour per fortnight of formal, one-to-one professional supervision
- for new workers, supervision and/or mentoring should be weekly for at least the first six months of their employment. This should include close support for their role in developing collaborative relationships and shared expectations with school personnel and systems
- professional supervision must be provided by a qualified, registered and experienced social worker with proven skills and experience in social work supervision. It is preferable that the supervisor also holds a supervision qualification in social services that has been awarded by a registered and accredited education provider, or is working towards this. If a supervisor does not have a supervision qualification, they are required to provide evidence of their skills and experience in providing social work supervision as part of the Social Sector Accreditation process.

The SWiS supervision policy and specifications have been developed to guide best practice in supervision.

## Service support

The Provider will provide:

- office space and administrative support for the SWiS social worker while working outside the school offices and during the school holiday periods
- a mobile telephone for the SWiS social worker and pay all SWiS service related costs associated with this mobile telephone
- internet access
- organisational insurance to cover social workers working off-site
- provision of a car for the SWiS social worker, or reimbursement of travel costs if the social worker's employment contract specifies that their own car is to be used for work purposes
- a portable computer for the SWiS social worker's use within schools.

## Management of vacancies and back-up for SWiS social workers

The Provider will provide a professional back-up social work service if the SWiS social worker is on leave, undergoing training or there is a vacancy to ensure continuity of service delivery.

The Provider will ensure that the back-up strategy and contact person will be communicated to the school Cluster partners and noted in the Partnering Agreement.

The Provider will ensure that any SWiS social worker vacancy is suitably and promptly filled. Purchasing Agency may seek to recover funding from a Provider if a vacancy of more than four weeks occurs – a determination on whether recovery is appropriate will be situation dependant and undertaken in consultation with the Provider.

## Supporting the Children’s Action Plan and Children’s Teams

Purchasing Agency or a local Children’s Team Director may request SWiS workers to work as part of the Children’s Team in the role of Lead Professionals (LPs). In the case of the SWiS worker, this request may occur if a child or children on the SWiS worker’s case load or in their school, or school community, was referred to a Children’s Team, and it was determined by the Children’s Team that the SWiS worker was the most appropriate person to act as a Lead Professional for that referral. In this case, the Provider would need to support the SWiS worker to act in this capacity for the child or children.

Provided that the SWiS worker is acting as a Lead Professional for only *one child or family* at a time, this is considered to be part of their normal job description as it does not change their case volume or client group. Where possible, keeping the Lead Professional case load for a SWiS worker to one is desirable, as it means they are still available to perform their usual role in the community.

If a SWiS worker is requested to join a Children’s Team as a Lead Professional on a larger scale, Purchasing Agency will liaise with the Provider about this provision. Purchasing Agency and the Provider will agree on any SWiS service provision changes that may need to take place to reflect the SWiS worker taking on a more significant Lead Professional role. This may be reflected in a contract variation or in a letter of agreement.

Children’s Team Lead Professionals require training and need to operate under the practices of the Children’s Team. Training is provided by the Children’s Team.

## Working in partnership to create a more cohesive and responsive service

The SWiS service is part of a range of intervention options available to support families. It is important, therefore, that there is a collaborative and supportive working relationship between all key partners, including the social worker, Provider, schools, RTLB's, Children's Teams (where these are active) and local Purchasing Agency's offices. This helps to ensure services and supports for children and their families/whānau are cohesive, effective and accessible.

To support this, Purchasing Agency has a Governance Group structure to provide oversight of a community's needs and a forum for community networking with SWiS as the focus.

### SWiS Governance

In past years, SWiS operational management has been undertaken by cluster partners in quarterly cluster meetings. For the purpose of this document, a Cluster is defined as the school or schools associated with one SWiS worker and the provider employer.

SWiS governance supports collaboration with other agencies to meet the needs of vulnerable children, to provide a forum for identification of trends and gaps in available services and to minimise duplication of group programmes within communities. Local MoE and Oranga Tamariki—Ministry for Children operational management representatives will be invited to be members of local SWiS Governance Groups alongside school principals, Purchasing Agency Advisors and SWiS Providers for an area.

A Terms of Reference document has been developed to guide the establishment of these groups and to ensure all members know the purpose, roles, responsibilities and activities of the group. A Governance Group meeting minutes template has been developed to facilitate record-keeping. Meetings will remain quarterly.

Cluster partners have in the past included MoE and Purchasing Agency's regional contract advisors, alongside SWiS providers and schools. As the primary relationship for managing the day-to-day operation of the SWiS service is between the SWiS provider and the schools in a cluster, Partnering Agreements will now be between the SWiS provider and the schools of each worker. For example, a provider with three SWiS workers would have three separate Partnering Agreements. A new Partnering Agreement template has been developed to reflect this and will replace previous versions.

Local Governance Groups will have the option of establishing sub-groups to meet local needs including negotiating Partnering Agreements and aid or manage operational matters.

With the agreement of the Governance Group members, a meeting of the larger Governance Group may be held one quarter and sub-groups, made up of the cluster partners, may meet the next quarter.

Minutes from sub-group meetings should be made available to the full Governance Group and relevant information discussed with the wider group as necessary. Actions from meeting minutes should include action points which indicate responsibilities and timeframes.

Governance Groups aim to:

- understand the needs in the school community through a review of referrals, trends and issues from SWiS referrals, Purchasing Agency referrals, school data and any other relevant information
- build relationships between key SWiS stakeholders to enhance ongoing communication
- consider how SWiS partners and relevant agencies can work together to share knowledge and expertise
- support SWiS services to be delivered in partnership with other community based and statutory services
- meet the holistic needs of children and their families/whānau
- consider options for group programmes to address identified needs, taking into account locally and nationally funded/available programmes
- identify group facilitation skills within the SWiS social work community to enable sharing of group programme resources across the schools represented by the Governance Group
- provide advice when needed to ensure group programme selection and implementation meets the outcomes sought and follow the SWiS process guidelines
- provide a feedback forum to review measurement of the effectiveness of group programmes.

## School/Provider partnership

It is essential that Providers and the schools they are working with are clear about the role of social workers and have a common understanding of procedures to ensure social workers

are able to carry out their role effectively. The Partnering Agreement will describe the processes for service delivery and agreed responsibilities for promoting the SWiS Service within the school. This Agreement will include:

- service delivery arrangements in each school within the Cluster
- ensuring the social worker is able to attend Special Education Needs Coordinator (SENCO), or RTLB or any other pastoral care meetings at each school
- plans to promote the SWiS Services to the school community
- collating reports to present to the Governance Group
- resolving complaints and issues which arise between school and service provider or social worker.

Any issues arising which are unable to be resolved at the cluster level should be addressed within the Governance Group.

### Centres of Excellence

In some areas, local groups of SWiS Providers and social workers are working together to share knowledge and expertise. Purchasing Agency supports this initiative and sees it as an important development for SWiS. We will encourage Providers to establish local centres of excellence and where Purchasing Agency has the relevant expertise, they will support with resources and training needs identified within these forums.

Activities of the groups may include:

- considering regional professional development opportunities
- developing best practice systems through sharing knowledge, expertise, systems and processes
- consideration of training and support gaps from a regional perspective.



## The roles of other partners

Purchasing Agency will:

- manage the funding allocated to the SWiS service
- select and contract with approved Providers under Section 403 of the Oranga Tamariki Act 1989, using the Level Two, Social Sector Accreditation Standards <http://www.msd.govt.nz/what-we-can-do/providers/approvals/accreditation-standards.html>
- provide advice and programme overview to ensure the Service is delivered in accordance with the Outcome Agreement and these Service Specifications
- monitor service delivery and financial management by the Provider. All Providers are required to report to Purchasing Agency. The reporting requirements are detailed in the Outcome Agreement and the SWiS Provider Return Report
- report back to Government on the SWiS Service and its outcomes
- develop resources to support the Service
- liaise with the Ministry of Education nationally and regionally
- work with Providers to identify learning needs and where appropriate share training opportunities
- provide relevant training materials including the SWiS Toolkit
- work with SWiS Providers to share knowledge and expertise.

### Schools

Schools are key partners in the provision of the Service. A collaborative working relationship between the social worker, the Provider and schools within the Cluster is crucial to the effective operation of the service.

The participating schools have a very important role in supporting the service, therefore it is important that schools:

- ensure the principal (or another senior staff member) attends and contributes to all Governance Group meetings
- create a collaborative working environment in which social workers are able to carry out their work successfully
- provide access to children during the school day
- have a comprehensive understanding of the Service and promote SWiS to school staff and families/whānau

- utilise the agreed referral process (see the 'referrals' section of this document)
- gain consent from family/whānau for referrals to the Service, understanding that access to SWiS support is often compromised by families/whānau not being adequately prepared for a referral
- promptly address any concerns or conflict between the school, the social worker and/or the Provider to ensure children and family/whānau access to SWiS is not compromised by relationship issues
- recognise that SWiS social work is a professional role with clear specifications
- support the delivery of group programmes within the school with resources, such as stationery and any other tools the school has available
- provide a room within each school for social workers to meet confidentially with children and family/whānau without interruption and with access to kitchen, bathroom and administrative support
- base schools are responsible for providing a social worker's primary work space including a desk, lockable filing cabinet and resources the social worker requires to carry out their work from within the school environment
- support the completion of the SDQ by children (where appropriate) and Form Whānau teachers where they have been asked to do so by the social worker.

### Ministry of Education

The Ministry of Education (MoE) is a key partner, particularly in the development of a new SWiS Service or when issues arise that they can assist with. It is important that local representatives attend and contribute to strategic governance meetings. Where issues arise that MoE has some expertise in or responsibility for, it will assist the SWiS partners to develop a resolution.

When a new SWiS Service is established MoE will provide support for school modifications and equipment required to enable the SWiS social worker to work from a base school.

In consultation the Provider, MoE and the school representatives will determine the most appropriate location for the social worker in each school. Where possible, existing suitable accommodation will be used and MoE will work with each school to determine what property modifications are required.

### Promotion of service

Promotion of SWiS is important. Therefore it will be the joint responsibility of the SWiS social worker, the Provider and school to promote the Service in each school community, so that all stakeholders are aware of the Service and how they may access it.

## **6. MEASURING RESULTS AND REPORTING**

### **How do we know if Social Workers in Schools is working?**

We are all interested in being able to demonstrate that SWiS services achieve outcomes (or results) for individuals, as well as their families/whānau. Purchasing Agency does this through collecting results based on a Results Measurement Framework. These are reflected in the SWiS Provider Return Reports attached to the Outcome Agreement and this Service Specification (Appendix Three).

### **What data needs to be collected for reporting?**

To tell us if the initiative is making a difference Purchasing Agency requires the Provider to collect data that will tell us:

- how much we did
- how well we did it
- whether anyone was better off.

The data is backed up by a narrative report. A guide to writing the narrative report is found in the Provider Return Report.

### **Where can we find more information about the Results Measurement Framework (RMF)?**

More information on the RMF can be found in Appendix Four at the end of this Service Specification, and on Ministry websites. Your Purchasing Agency's Contract Manager, as identified in your Outcome Agreement, will also be able to assist.

### **What reports are required by Purchasing Agency?**

Reporting is required to meet the contractual obligations set out in the Outcome Agreement. Reporting is necessary to ensure accountability to Government for the funding provided under the Outcome Agreement. The Purchasing Agency has agreed on the quantity and nature of the Services the funding supports, and is required to report to Government that this has been achieved.

The following reports must be completed and sent to your nominated Advisor Partnering for Outcomes on the dates set out in the Outcome Agreement:

- results measures reporting – results measures are reported to Purchasing Agency through your regular SWiS Provider Return Reports attached to the Outcome Agreement and these Service Specifications (Appendix Three)

## Results Measures collection and sharing

The measures are detailed in the SWiS Provider Return Reports attached to the Outcome Agreement and the Service Specifications. There are three types of measures being collected: Quantity, Quality and Client results measures. Quantity and Quality measures are numerical or percentage based on provider records. The client results measures we are collecting are generated by the Strengths and Difficulties Questionnaire (SDQ).

## What is the SDQ?

The SDQ is a standardised psychometric measurement tool used in programmes such as Incredible Years, by Health for pre-school checks (B4 School Check) and in Gateway Assessments (for health and education needs).

The SDQ is an appropriate measurement tool for SWiS as it is internationally validated, can be used in initial screening, and can be applied after an intervention to track levels of change (and hence success of an intervention). It can also be used to generate key performance indicators such as the percentage of children who have improved on before / after scores.

### How does it work?

The SDQ consists of three questionnaires that are filled out: one by the teacher, one by the student (dependant on age) and one by the whānau – they have the same questions in them, just asked in different ways.

Each questionnaire consists of 25 questions (and then a few follow up questions) on the following areas:

- 5 on emotional symptoms
- 5 on conduct problems
- 5 on hyperactivity
- 5 on peer relationship problems
- 5 on pro social behaviour

Answers ('results' from Teacher, Parent and Student) are scored into 3 categories - normal, borderline and abnormal.

As an evaluative questionnaire, the SDQ should be undertaken at the start of a students' journey on the programme and then re-tested at the mid-point and then at their exit point from the service to measure change in the areas asked about it.

## Obtaining and using the SDQ tool

Paper-based questionnaires for the SDQ can be found at <http://www.sdqinfo.com/>. This website also has general information on the SDQ that may be of interest/use. Scoring completed SDQ questionnaires can be done at <http://www.sdqscore.org/Amber>. To enable each SWiS social worker to score their SDQ questionnaires, the provider must create a 'userID' and accompanying 'userpassword' for them. This can be done at <https://admin.sdqscore.org/Login>

New client measures were introduced from 1 July 2016 into SWiS contracts. In May 2017, we had nationwide training workshops on the SDQ tool, giving providers 12 months to adopt the tool and incorporate it into their assessment processes. The Purchasing Agency will support providers to achieve this by providing a level of systems and process training and development on the SDQ where required.

The first round of reporting is due on 10 July 2018 for the period 1 July 2017 to 30 June 2018.

The following copyright notice from the SDQ website applies:

Please note that Strengths and Difficulties Questionnaires, whether in English or in translation, are **copyright documents that are not in the public domain**. As such, they may not be modified in any way (e.g. changing the wording of questions, adding questions or administering only subsets of questions). This is to ensure that the SDQ is fully comparable across studies and settings. Similarly, to ensure high quality and consistency, unauthorized translations are not permitted. Paper versions may be downloaded and subsequently photocopied without charge by individuals or non-profit organizations provided they are not making any charge to families.

Users are not permitted to create or distribute electronic versions for any purpose without prior authorization from **youthinmind**. If you are interested in making translations or creating electronic versions you **MUST** first contact [youthinmind@gmail.com](mailto:youthinmind@gmail.com)

## Reporting results measures to the Purchasing Agency

Quantity and Quality Results Measures are to be reported to the Purchasing Agency through regular Provider Return Reports (included in the Outcome Agreement and the Service Specifications).

## Directory of SWiS Workers

A strong, collaborative working relationship between Oranga Tamariki – Ministry for Children and Social Workers in Schools (SWiS) providers is important. A Directory of SWiS providers and social workers will assist in this collaboration. The purpose of the Directory is to connect Oranga Tamariki Social Workers with SWiS Social Workers where children in the care of Oranga Tamariki are enrolled in a school that is serviced by SWiS.

To support the development and maintenance of the Directory, providers are asked to supply the following information:

- SWiS Provider name
- SWiS social worker's name
- SWiS social worker's email address
- SWiS social worker's mobile number
- List of schools serviced by that SWiS social worker

It is essential that information in the Directory is accurate and up-to-date. We ask that you keep the Pā Harakeke Community, Whānau and Community Initiatives team informed of any changes, by updating the information as and when it changes.

### Your obligations under the Privacy Act

In supplying this information providers are required to comply with their obligations under the Privacy Act 1993.

In line with the Privacy Act 1993 it is a requirement that providers let their SWiS social worker staff know (prior to collection) that the following personal information will be collected: name, email address, mobile number; and that this information will be passed on to Oranga Tamariki. Access to this personal information will be restricted to Oranga Tamariki Services for Children and Families (SCFS) Regional Managers, site social workers, and the Whānau and Community Initiatives team.

## Family Services Directory

Through the term of the Outcome Agreement with the Purchasing Agency, Providers must ensure that their organisation is listed on the Ministry of Social Development's Family Services Directory <https://www.familyservices.govt.nz/directory/> and that necessary information is updated when required.



## 7. DEFINITIONS

In these specifications, unless the context otherwise requires words or phrases beginning with capital letters are defined as follows:

- Accreditation: The Social Services Accreditation team ensures that providers have the capability and capacity to deliver quality social services to communities. This is achieved by ensuring providers meet a consistent set of standards that meet legislative and policy requirements. 'Accreditation' and 'Approval' (as stipulated under the Oranga Tamariki Act 1989) are synonymous and may be used interchangeably.
- "Active client" means those clients who have an active plan in place with the social worker.
- "Cluster" refers to the group of schools which a particular social worker is working within.
- "Outcome Agreement" means the contract entered into by the Provider and Purchasing Agency for these services.
- "Paramountcy Principle" refers to section 6 of the Oranga Tamariki Act 1989, which defines paramountcy as "the welfare and interests of the child or young person shall be the first and paramount consideration".
- "Partnering Agreement" refers to the agreement negotiated between the Provider and each school within the Cluster to guide the local delivery of the Service. This is not a legally binding document and differs in this way from the 'Agreement' referred to above.
- "Provider" means the organisation Purchasing Agency has contracted with to provide these services.
- "services" means the Services to be provided under the Agreement and "Service" has a corresponding meaning.

## 8. FURTHER INFORMATION AND USEFUL

### WEBSITE LINKS

#### [The Social Workers in Schools Toolkit](#)

The Toolkit provides the guidelines for the social work process and this should be used continuously as a reference by the social worker. These documents will be updated to reflect any changes to the service. The Toolkit documents will be uploaded to the Purchasing Agency's website as soon as possible.

Contact the Pā Harakeke Community, Whānau and Community Initiatives team at Oranga Tamariki—Ministry for Children if you would like to find out about or order resources.

The SWiS Toolkit includes:

- guidelines for making a report of concern
- induction package for getting started in the work
- social work process booklets
- group programme guidelines
- the Supervision Policy
- the Competency Framework for Social Worker

# APPENDIX ONE

## Provider Feedback Form

Provider Feedback Form		
Please email to your Purchasing Agency's Contract Manager		
Name of service		
Summary of, and reasons for, suggested change		
Topic	Reference (section/page)	Suggested change/description
Contact name:		Position:
Provider name:		
Provider email:		

# APPENDIX TWO

## The SWiS Social Work Process

### The SWiS social work process:

(NB: This is a summary of the process and it is outlined in more detail in the SWiS Toolkit)

Referral to SWiS	<ul style="list-style-type: none"> <li>• Referral to SWiS Service from school staff, community, statutory services, or self-referral</li> <li>• Advise referrer of expected timeframe for making contact with family/whānau</li> <li>• Notify Oranga Tamariki—Ministry for Children / Purchasing Agency if immediate safety risks are identified.</li> </ul>
First contact	<ul style="list-style-type: none"> <li>• SWiS contacts/meets with family/whānau to fully explain Service</li> <li>• Initial consent to Service/information-sharing should be gained at this point</li> <li>• If Service is denied at this point, the reason for this needs to be documented and the referrer advised</li> <li>• Re-assess risk to child and take any action required.</li> </ul>
Gain written consent	<ul style="list-style-type: none"> <li>• Face to face meeting to gain formal written consent to Service/information sharing with school, other services etc</li> <li>• Record all information</li> <li>• If Service is denied at this point, the reason for this needs to be documented and the referrer advised</li> <li>• Re-assess risk to child and take any action required.</li> </ul>
Strengths and needs assessment	<ul style="list-style-type: none"> <li>• Begin assessment of needs/issues/strengths/resources/risks</li> <li>• Document information including assessed level of risk at time of referral and again at assessment</li> <li>• Advise referrer that client has been engaged, or if consent to Service has been denied</li> <li>• If consent is denied, document all contact clearly and advise referrer</li> <li>• If serious concerns/risk are present liaise with referrer and/or school about a report of concern being made.</li> </ul>

<p>Developing and implementing the plan</p>	<ul style="list-style-type: none"> <li>• Support the child and their families to develop goals and a plan for how these goals will be achieved</li> <li>• Agree the frequency of contact and roles and responsibilities of those involved in achieving the goals. The plan should include tasks for the child, the family/whānau, the social worker and other key supports</li> <li>• Help the child and their family/whānau picture a future in which the social worker will no longer be needed and the client/ family/whānau is better able to manage the situation which prompted the referral</li> <li>• Involve and make referrals to wider supports as appropriate</li> <li>• Define roles, responsibilities and communication processes when other organisations/professionals are involved in supporting the child and their family/whānau. Provide case coordination where necessary.</li> </ul>
<p>Reviewing and assessing the plan progress</p>	<ul style="list-style-type: none"> <li>• The plan/goals/strategies need to be regularly reviewed, progress assessed and adjustments made as required</li> <li>• Track whether the initial goals are still relevant</li> <li>• Identify any barriers to progress and opportunities to renegotiate tasks, goals, and partners to the process</li> <li>• Wherever possible, short-term intervention with clear, achievable goals should be negotiated</li> <li>• Strengths-based practice focuses on clients' achievement of goals and feeling better able to manage problems in their lives</li> </ul>
<p>Case closure</p>	<ul style="list-style-type: none"> <li>• Review of progress should identify when goals for change have been met</li> <li>• Closure of a SWiS intervention is to be managed in consultation with clients</li> <li>• The referrer and other partners in the change process will be advised and feedback sought from school and any other relevant services to assess positive outcomes</li> <li>• The SWiS Service will seek information to evaluate the effectiveness of the Service provided to inform Cluster partners, SWiS Service development within the Provider organisation and to fulfil contractual reporting requirements.</li> </ul>

# APPENDIX THREE: PROVIDER RETURN REPORTS

## SWiS Provider Return Reports

Legal-Name Report Form for Period Report1-Start-Date to Report1-End-Date

**Report Due Dates:**

- 10 October 2018
- 5 December 2018
- 10 April 2019
- 10 July 2019

Signed by: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Position: \_\_\_\_\_

N.B. Clients are to be recorded at point of entry into the service

Provision of school-based social workers to assist children whose social and family circumstances put them at risk of not achieving good health, education and welfare outcomes.						
Measure Type	Service Unit of Measure (during the reporting period)	Quantity of Service	Report 1 1 July to 30 September 2018	Report 2 1 July to 30 November 2018	Report 3 1 July to 31 March 2019	Report 4 1 July to 30 June 2019
Quantity Measures	Total number of full-time equivalent social workers.	Report actual				
	Total number of new clients referred.	Report actual				
	Of the total referrals received, record the number of clients who started the service.	Report actual				
	Of the clients who started the service, record the number who closed.	Report actual				
Quality	Of the clients who closed, record the number who achieved client	Report actual				

Provision of school-based social workers to assist children whose social and family circumstances put them at risk of not achieving good health, education and welfare outcomes.

Measure Type	Service Unit of Measure (during the reporting period)	Quantity of Service	Report 1 1 July to 30 September 2018	Report 2 1 July to 30 November 2018	Report 3 1 July to 31 March 2019	Report 4 1 July to 30 June 2019
Measures	results.					
	Of the clients who closed, record the number who provided formal client satisfaction feedback.	Report actual				
	Of the clients who provided client satisfaction feedback, record the number who reported that they were satisfied or very satisfied with the service.	Report actual				
Client Result Measures	Percentage increase in pro-social skills – Teacher	Report actual				Report – Biannual
	Percentage increase in pro-social skills – Parent/Caregiver	Report actual				Report – Biannual
	Percentage decrease in total difficulties – Parent/Caregiver	Report actual				Report – Biannual
	Percentage decrease in total difficulties - Teacher	Report actual				Report – Biannual
	Percentage improvement in SDQ (School Impact) score from pre-intervention	Report actual				Report – Biannual

The Provider shall provide the Purchasing Agency Relationship Manager with the following reports and information as specified in the table below and in accordance with the Service Specifications and/or Guidelines.

Service	Reporting Required	Date Due	Period Covered by the Report
<b>Quarterly Reporting</b>			
Social Workers in Schools (SWIS).	SWIS Report, SWIS Programme Spend, and SWIS Vacancy Report - supplied electronically to the Provider by the Purchasing Agency	10 October 2018	01 July 2018 to 30 September 2018.
		05 December 2018	01 July 2018 to 30 November 2018.
		10 April 2019	01 July 2018 to 31 March 2019.
		10 July 2019	01 July 2018 to 30 June 2019.



**Provider narrative report – to support the data**

1. What is the “story behind the data”? (e.g. environmental factors impacting on client results including issues, gaps, overlaps and trends).

- 

2. What are your areas for improvement towards achieving better results for clients (continuous improvement)?

- 

3. Who are your partners that help you achieve results, and what joint activities have you participated in?

- 

4. What combination of services do you think is most effective for your clients?

- 

5. Provide examples of strategies or practices used to encourage ‘hard to reach’ clients to engage.

- 

6. Provide an explanation of the variances (if any) between the volumes contracted and volumes delivered.

-

## SWiS Group Programmes Return Report

Legal-Name Report Form for Period Report1-Start-Date to Report1-End-Date

Report Due Dates
Report1-Due-Dates

Signed by: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

N.B. Clients are to be recorded at point of entry into the service

Position: \_\_\_\_\_

Measure Type	Service Unit of Measure (during the reporting period)	Quantity of Service	Report 1 1 July to 30 September 2018	Report 2 1 July to 30 November 2018	Report 3 1 July to 31 March 2019	Report 4 1 July to 30 June 2019
Quantity Measures	Total number of clients who completed intervention	Report actual				
	Total number of clients who received intervention	Report actual				
	Total numbers of programmes delivered	Report actual				
	Total number of children who express satisfaction with the content and delivery of the service	Report actual				
	Group programme/s financial statement	Report actual				
	Total number of clients completing intervention with needs met (needs met = able to implement some of the objectives from the programme)	Report actual				

### Provider narrative report – to support the data

1. What is the “story behind the data”? (e.g. environmental factors impacting on client results including issues, gaps, overlaps and trends).

- 

2. What are your areas for improvement towards achieving better results for clients (continuous improvement)?

- 

3. Who are your partners that help you achieve results, and what joint activities have you participated in?

- 

4. What combination of services do you think is most effective for your clients?

- 

5. Provide examples of strategies or practices used to encourage ‘hard to reach’ clients to engage.

- 

6. Provide an explanation of the variances (if any) between the volumes contracted and volumes delivered.

-

## SWIS Group Programmes Cumulative Report

<b>SWIS Group Programmes Cumulative Report</b> (add extra rows/sections to this report as needed)				
Provider Name:				
Cluster:		Period report covers:		
Programme details		Expense details	Cost	Programme cumulative total
Prog.1	Name of programme:			
	External or internally sourced:			
	Dates:			
	Description:			
	Parties involved in planning:			
	Target group:			
	# Participants			
	Objectives:			
	Outcomes achieved:			
	Total programme cost:		\$0.00	\$0.00
Prog.2	Name of programme:			
	External or internally sourced:			
	Dates:			
	Description:			
	Parties involved in planning:			
	Target group:			
	# Participants			
	Objectives:			
	Outcomes achieved:			
	Total programme cost:		\$0.00	\$0.00
YTD programme cost				\$0.00
Financial summary		Balance of funds beginning of period		
		Funds paid during year		
		programme costs YTD		\$0.00
		Balance		\$0.00

# APPENDIX FOUR

## Result Measurement Framework

### Results Measurement Framework

What is the Results Measurement Framework?

The Results Measurement Framework (RMF) is a measurement system that provides a clear line of sight all the way from the performance of the our investments to the Better Public Service targets Purchasing Agency is responsible for. It will help to demonstrate how purchased services contribute to the achievement of the bigger outcomes we are seeking. Purchasing Agency is applying the framework, which is aligned with the Results Based Accountability™ (RBA) approach to each of its priority results areas.

More information on RBA can be found at:

- <http://www.business.govt.nz/procurement/for-agencies/buying-social-services/results-based-accountabilitytm-rba/>
- <http://www.msds.govt.nz/what-we-can-do/providers/results-based-accountability/index.html>

Your Purchasing Agency's Contract Manager, as identified in your Outcome Agreement, will also be able to assist and provide further information on RBA.

How does it work?

The RMF has two levels - the population level (which covers high level Government priorities) and the performance level (which looks at provider/programme client results). The two levels are connected to give Purchasing Agency a better understanding of service demand and supply and to help strategic planning and purchasing decisions. By using actual, measurable client results Purchasing Agency will be able to build an evidence base of effective services in communities.

Understanding the two levels

Population level

The RMF's population level looks at high level Government priorities and provides a set of 'intermediate outcomes' under each of the three priority results:

- supporting vulnerable children, children in hardship and reducing maltreatment
- supporting vulnerable young people, including youth offenders, and reducing youth crime

- supporting adult victims/survivors, addressing perpetrators behaviour and reducing violent crime.

These are further categorised by the intensity level of service provision:

- prevention
- early intervention
- intensive support
- statutory intervention

Purchased services will contribute to the achievement of Purchasing Agency' three priority results and intermediate outcomes.

#### Performance level

The RMF's performance level is focused on the performance of purchased services. It provides a structure for measuring different aspects of service delivery, including:

- quality - 'how well?'
- quantity - 'how much?'
- client results - 'is anyone better off?'

#### Generic Measures

Purchasing Agency will assess quality and quantity using a generic set of measures. These will include, for example, the number of clients referred to the service and the percentage of clients assessed as 'successfully completed'.

#### Client Result Measures

Client result measures will be developed on a programme by programme basis, as the RMF is implemented. Depending on the service, client result measures will focus on either:

- change in skills and knowledge
- change in circumstances
- change in attitudes and beliefs
- change in behaviour.

Purchasing Agency will 'cluster' measures for similar services; so that they share common result measures where it's possible and makes sense to do so. By identifying the most important changes rather than measuring every result, we aim to minimise compliance on providers.