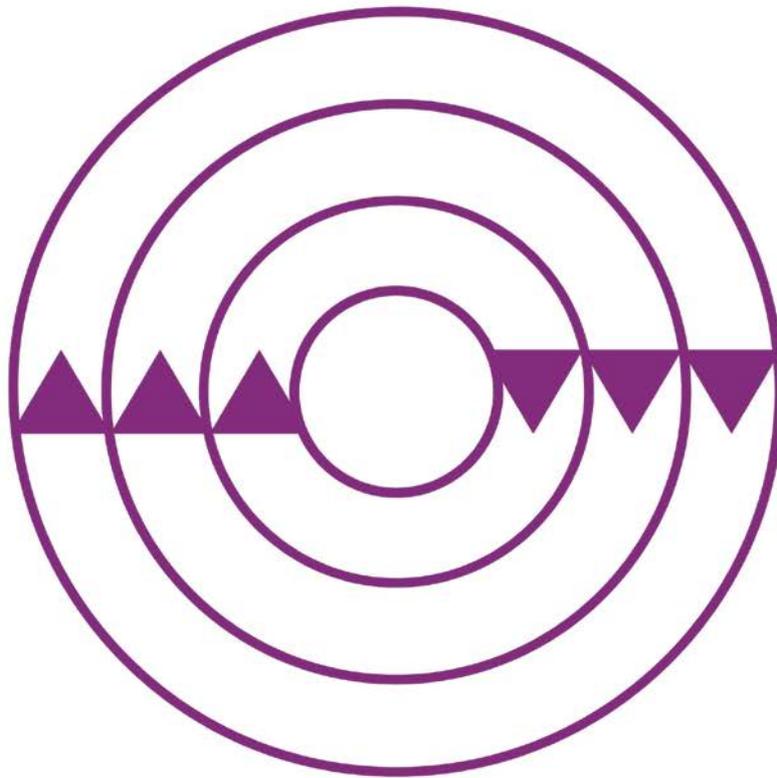


group programmes

CHAPTER

3



INTRODUCTION

The following guidelines are for Social Workers in Schools (SWiS) prevention and intervention group programmes. This resource was originally developed through a collaborative effort between Child, Youth and Family (CYF), the Ministry of Education (MoE), service providers, schools, and social workers in schools. In 2018 it was reviewed by a working group comprised of Oranga Tamariki national office staff, Oranga Tamariki regional staff, and our regional service providers.

These guidelines provide practical assistance to those involved in the delivery of SWiS prevention and intervention group programmes (SWiS group programmes). Although the social worker may take a lead role around programmes, it is important the school/kura principal, SWiS supervisor and provider manager are involved and in agreement throughout the process. The guidelines provide the definition, purpose, objectives and intended outcomes of SWiS group programmes, a detailed overview of the process for the accessing, delivery and evaluation of programmes, and some sample forms and templates.

The following should be read in conjunction with policy pertaining to SWiS group programmes that is contained within the SWiS service specifications, and the service provider's partnering agreement. In particular, the principles outlined in the service specifications must be followed, with emphasis on culturally responsive practice considering the needs of Māori, Pacific peoples and those from other cultures.

Objectives of group programmes

A Social Worker in Schools prevention and intervention group programme is defined under the SWiS service as a strengths and needs based, planned, group activity that provides positive social development opportunities to enhance and support children's/tamariki learning and holistic well-being:

- To focus on children and their families/whānau during the critical primary and intermediate school learning years.
- To positively enhance the developing social interaction, knowledge, skills, attitudes, beliefs and behaviour of children/tamariki and their families/whānau.
- To build on the child's and their family's/whānau's resilience as a way to strengthen protective factors and reduce risk factors.

The intended outcomes of SWiS group programmes include the following:

- Strengthening social relationships and communication.
- Building positive self-identity.
- Managing specific behaviour.
- Enabling children to manage change.
- Strengthening families in supporting children.



Range of group programmes

The range of group programmes the social worker delivers and/or provides access to is determined by the service provider, the social worker and the school cluster, taking into consideration:

- the needs of children and families/whanau
- the availability of other services and programmes
- the social worker's workload priorities.

Social workers, in agreement with employer and schools/kura, can:

- Use an established SWiS programme.
- Access an existing programme and bring it into a school/kura community in consultation with others; this may be with specialized staff or resources from their own organisation (the organisation can then charge for this as long as it does not include the social worker themselves).
- Utilise an existing external programme (this includes purchasing a programme from another agency where consideration is given to cost and value for money, and policies when working with children (for example police vetting).
- Develop, design and run a programme to meet an identified outcome; this might be on their own or in conjunction with Resource Teacher: Learning and Behaviour (RTLB), Health Nurse (HN), or other professionals.

A joint decision-making process that includes the social worker, the service provider and school/kura staff needs to occur. The Partnering for Outcomes Advisor can provide advice.

The programme must meet the above objectives, outcomes and definition, with a key point being that it must be a planned group activity that is engaged, as opposed to individual services (such as a children's group-counselling programme rather than an individual counsellor for a child). Groups might include:

- a group of children in one school/kura
- a group of children from several clustered schools/kura
- a group of parents from the school/kura community
- a group of children and their parent/caregiver(s) or family/whānau.



Specific types of programmes

The following are some ideas to consider in regards to the types of programme to run. Of course not all programmes will fit in all scenarios and these are just some ideas to think about prior to undertaking the group programme process.

Group programmes can be tailored to the following areas: behaviour, social skills/development, parenting, leadership, healthy living, confidence building, recreation, culture, education, girl specific etc. Commonly areas the group programmes tackle are developing social skills, promoting healthy living, developing future leaders, and programmes that are tailored to specific cultures.

In the past, some of the more common programmes have been: Seasons for Growth; Shine; Building Awesome Whānau Parenting Programme; Mindfulness; Mana Tane/Mana Kotiro; Kapa Haka; Friendship Groups; Growing through Grief, or similar grief focused programmes and various holiday programmes.

The following are different programmes that have been run using the group programme funding:

REINS, Drumbeats, Seasons for Growth, RDA Cooking/mentoring, Kapa Haka, Seasons for Change, Project WY, Learning Past 3, Kaka Club, Gorgeous Girls, Brilliant Buddies, Bully Busters, Time to be Me, Transition to Intermediate, Parenting Tool Box, High wire programme, Themes of Respect, Rock n Water, David Tua leadership programme, He Tuhi Mareikura, Taming the Tornado, Cool Change, Pushing Forward programme (skateboarding medium), Young Achievers (goal setting with rewards), Hip Hop, Waka Ama, Activ8, Shine Girls, Star Eke, Panuku Gateway, PB4L, Hauora Hokianga, Rubicon, Young Forest Leadership Programme, Healing Through Arts Leadership Programme, Liberty of Being Me, Friendships, Bullying Issues, Gladiators of change, Shine, Look at me now Programme, Growing through Grief, Volcano in my Tummy, Hart Programme, Socially Speaking, Friendship Building Groups, Pearls of Wisdom, Mindfulness, Mau Rakau, Nga Tama Toa, Super Savvy Heroes boys, Get Smart Seasons, Check and Connect, William Pike Challenge Award, Tama toa, Mana Kotiro, Mana Wahine, Madd programme, Uturn Tuakana, Nigel Stupples-Proactive lifeskills, Adventure Specialists, Rock and Stone, Fun Kids, Kid Power, Lexia Steps for Literacy, Leg Up, Spectacular Club, Elgrego magic show, Stable Hearts PEACE Programme, Proactive tigers, Cross Power U turn, and Equine Therapy.



OVERVIEW OF THE PROCESS:

Initial needs analysis

An initial needs analysis is an opportunity to consider what group programme could be required. This will include consultation and planning between social worker, school/kura and provider.

The following questions may be helpful when undertaking a needs analysis.

1. What is the need?
 - What is observed from referrals and discussions with professionals?
 - What is the feedback from school/kura staff on needs in the whole school/kura?
2. How widespread is the need?
 - Is the need becoming more prevalent?
 - Include voice of the children and other professionals
3. What are the potential participants' needs and strengths?
 - Explore what these are and look at age, gender, culture, ethnicity and their possible effects on participation.
 - Consider results of the SWiS Strengths and Needs assessment, and Strengths and Difficulties Questionnaire, if undertaken.
 - Consult about existing strengths, assets, risks, barriers and challenges.
4. What is the school's/kura's culture and identity?
 - What are the beliefs, values and expectations of the school/kura? The proposed programme needs to fit with these.
5. What group programmes are available/best fit?
 - Are the most appropriate programmes being provided to meet the identified need? (Refer to your past programme evaluation).
 - Are there any challenges we need to be aware of (for example behaviour, location, and possible group dynamics)?
 - What are the strengths and resources within the school(s)/kura, family/whānau, hapu, iwi and community to draw from?
 - What do we want to achieve?

Planning and resourcing

Once agreement is reached about the identified need, the social worker is required to develop a resource proposal (see appendix 1 for a template).

The resource proposal needs to cover the following...

1. The programme category:
 - Physical activity
 - Behaviour management
 - Grief counselling



- Personal development
 - Cultural education
 - Educational information
 - Parenting programme
 - Other (please specify)
2. The programme source:
 - Internal programme
 - External programme
 - Existing programme
 - New programme needs to be developed
 - Other (please specify)
 3. Who will deliver the programme:
 - Social Worker in Schools
 - Other (please specify)
 4. Cost/resources:
 - Programme cost agreed by provider
 - Programme no cost
 - Other (please specify)
 5. The risk management strategy:
 - Vetting forms for volunteers.
 - Following the eotc guidelines if applicable
 6. Agreed responsibilities in the proposal:
 - Social worker
 - Co-worker – eg. Rtlb, hn
 - School/kura
 - Parent/caregiver
 - Participant
 - Other
 7. Requirements in the proposal include:
 - Health and safety guidelines/forms for specific activity.
 - Consideration of venue - suitability, access, transport and cost.
 - Permission to participate – forms.
 - Police vetting of programme facilitators - what are the requirements?
 - Training for volunteers (for example keeping themselves safe).
 - Suitability to the cultural environment.
 - Evaluation method.

NB: It is recommended to consult the Education Outside of the Classroom (EOTC) resource in its entirety, particularly in relation to outdoor activities.

The proposal can also consider how all children in the school/kura community can support or be involved in the programme, which may be in a leadership or role-modelling way (tuakana concept).



Once the programme has been thoroughly resourced, sign-off on the proposal will occur between the social worker, school/kura and provider, requiring a further phase of consultation and planning. Resource proposals also contribute to yearly programme planning and can be presented at quarterly governance meetings.

Designing a new programme

A list of considerations follows for the designing of a new programme. Consultation with others about what supports successful programme design can be helpful. The list below contains useful considerations when developing and designing a new intervention programme. This list may also be helpful when considering an external programme.

Why?

- Identify the trend/s and need for the programme and consult with the school(s)/kura and your provider.
- Be clear about the aim/purpose of the programme, as this is your key measurement.
- What are the programme outcomes/objectives? These describe the aim/purpose in more specific detail.

What?

- Determine the type of programme you are intending to develop or design.
- Consider the age and stage of development of the participants in the design.
- Are there any current trends or interests that could assist in delivery?

Who?

- Who are your identified group of participants?
- Who are the facilitator/s and will you need additional support? If so, how many and who? (see Risk identification, assessment and management - RAMS).
- Are facilitator/s and volunteers Police check vetted and appropriate? (Allow time for the vetting process).

When?

- Number of sessions and how long is each session?
- Are the participants working towards a target programme, with tasks to complete beforehand?

How?

- What materials and resources are required?
- How will you implement the programme (what sessions/activities/tasks/resources needed)?
- Do you have a risk management plan?
- How will you ensure parent/caregiver(s) are well informed?
- How will you manage confidential information?



- How will you evaluate the programme and when?
- How else will you get feedback (parents/teachers)?
- How many debriefing sessions are built in?

Where?

- Where is the programme to be located?

Implementation

Once a programme has been identified and the resource proposal agreed to, the following three areas are important when implementing a successful SWiS group programme.

Group management:

- Are your numbers manageable? (Don't overload yourself.)
- The social worker must have background knowledge of programme participants (awareness of the potential group dynamics)
- It is a good idea to have a risk management plan (RAMS) as back-up to respond to any issues that could occur because of the group dynamic.

Forms:

- Parental consent forms need to be completed, signed and returned.
- Registration forms must be completed (emergency numbers, medication, health and dietary information, and strategies about behaviour responses).
- Delegated responsibility for information on the forms needs to be taken in compliance with Privacy Act requirements.
- Ensure a cover letter has been sent to parent/caregiver(s).

Relationship building:

- Programme plan must be approved, programme copies shared and session outlines planned.
- Check in with participants, ensuring positive sharing at the beginning and/or end of sessions.
- If this is a programme for children, how can parents be encouraged to support their children who are taking part in the programme?
- If this is a programme for parents, do you have the right ratio of facilitators to participants?
- How can parents/teachers support children who are taking part in the programme?
- Have catch-ups with parents/teachers regarding each child's progress.
- Have debriefing sessions for the facilitators.
- Consider staffing and relief staff, such as volunteers (inclusive of competence/police vetting).
- Will you provide food to participants?



- Celebrate participants' achievements; send out a panui on successes to significant people (such as schools/kura, parents, teachers).

Environment:

- Check the venue – security, safety, emergency exits and facilities beforehand.
- What resources are needed (including first-aid kits, participant resources and session resources)?
- Is a risk management plan in place (inclusive of emergency procedures, hazards identified, supervision ratios, roll check/head count, health and safety, and behaviour management)?

Evaluation of programmes

The purpose of the evaluation is the on-going monitoring, assessment and improvement of SWiS programmes. This is essential to the future sustainability of programme provision. Evaluation provides the building blocks for future programme development and for on-going improvement to current programmes. The evaluation process continues from the start to the finish of each programme, with on-going monitoring and changes made when required. Regular assessing of how a programme is progressing ensures continuous quality assurance.

It is important that the evaluation data is analysed on at least two occasions:

- Following the completion of the programme.
- At the annual planning session between schools/kura and providers to look at programmes for the year.
- Additionally, it is recommended to review the findings during the year, when a need or trend has been identified.

All suggestions relating to future programmes should be a collaboration between schools/kura, SWiS and the provider.

The evaluation process covers three levels of assessment:

- Level 1. Individual participant performance
- Level 2. Programme performance
- Level 3. Annual programme measurement performance.

Each level measures both qualitative and quantitative information, enabling further analysis (see appendix four for examples of group programme evaluation templates).

Level 1. Individual participant performance measurement

Individual performance measures:

- The child's needs assessment and individual plan will form the basis of any programme performance measurement. Whether the child's needs have been met is the first indicator.



- The child's individual plan indicates what the programme is intended to address in relation to the identified needs. Whether this has been successful or not is the second indicator. This also applies for parents who may be attending a programme.
- For children who are not formally receiving the SWiS service but may be involved in a programme, a simple pre-programme assessment would set an entry point for them.

It may be useful to use a simple line bar to measure participants' progress and outcomes by asking the child to place themselves on the line before the programme, during and after. The same method can be used with the family/whānau and the school/kura around a presenting issue or desired outcome.

Overall the child, family, facilitator, provider, and school/kura involved with each programme will contribute to the measurement of the success of a programme for each participant. Quantitative measurement will also provide information for measurement of success of a programme in relation to the individual child participating.

Level 2. programme performance measures

Following the completion of each programme, evaluation data is gathered, summarised and analysed to identify trends or themes.

Evaluation data is distributed and actioned as follows:

- Venue feedback is updated in the venue checklist and opportunities for improvement are noted.
- Facilitator feedback is placed on file for future reference. Issues arising are identified and advised to the social worker, school/kura and provider.
- SWiS and facilitator programme feedback is reviewed by the provider, and relevant comments are forwarded to and/or discussed with those involved. A hard copy is placed on the relevant file.
- Children's feedback is reviewed by SWiS, the school's/kura's delegate (refer to your Partnering Agreement) and the provider and opportunities for improvement are identified. These are raised for discussion at the next appropriate meeting and agreed actions recorded for monitoring.
- Feedback relating to programme content and methods is reviewed by the SWiS, school/kura and provider, and opportunities for improvement are identified. All improvements to programme content and methods are approved by SWiS, the school/kura and the provider. These are implemented prior to using the programme again.
- Participants' assessment results are summarized and reviewed by SWiS, the school/kura and the provider. Trends in outcomes are



identified and any opportunities for improvement are discussed and recorded.

Level 3. Annual programme performance measurement

Information about both participant and programme performance helps inform the annual programme performance measurement summary, which is the third level.

Considerations around children's participation and group setting dynamics

Finally, there are a number of issues that need to be considered when evaluating the level of participation in programmes. The power relationships between participants as expressed through age, gender, group status and education level may influence the extent of participation. While most of the traditional literature on this focuses on gender issues, it is increasingly recognised that power can still be unevenly distributed within same-sex groups.

The culture of the participants may affect the way evaluators understand participation and interpret involvement. Cultural norms and expectations may exacerbate the power relations within a group, encouraging some group members to speak and others to remain silent.

The effect of culture can also impact on how indicators for the desired skills or outcomes are chosen. Programme facilitators need to ensure that change is measured from general consensus of improved behavioural indicators, rather than from their personal bias or from values that are derived significantly from their own cultural background. A person's values and perspectives can heavily influence how they measure change, and so it is helpful to check with others to ensure that indicators chosen are more universally agreed upon.

Be aware when evaluating and making decisions around how participants have appeared on programmes that there may be other factors influencing their involvement levels and consider also the facilitator's own possible bias.



APPENDICES

The following forms may be helpful to refer to and/or adapt. It is recommended that the content be followed, while the format can be tailored to best suit individual workers and agencies. Providers and schools/kura may also have their own forms, and it is suggested these be used in the first instance where appropriate.



APPENDIX 1. RESOURCE PROPOSAL CHECKLIST

Name of proposed programme: _____

1. The programme category (please tick)

- Physical activity
- Behaviour management
- Grief counselling
- Personal development
- Cultural education
- Educational information
- Parenting programme
- Other (please specify) _____

2. The programme source (please tick)

- Internal programme
- External programme
- Existing programme
- New programme needs to be developed
- Other (please specify) _____

3. Who will deliver the programme? (please tick)

- Social Worker in Schools
- Other (please specify) _____

4. Cost/resources (please tick)

- Programme cost agreed by provider
- Programme no cost
- Other (please specify) _____

5. The risk management strategy

- Please attach.

6. Agreed responsibilities in the proposal (please tick)

- Social worker
- Co-worker – eg. RTL, PHN
- School/kura
- Parent/caregiver
- Participant
- Other

Notes



APPENDIX 2. EVALUATION FORM FOR CHILDREN – EXAMPLE FOR CHILDREN AGED 5-10

Name of programme:

Your name:

Did you enjoy the programme?



It was great!

It was great!



It was ok

It was ok



I didn't enjoy it

I didn't enjoy it

What was your favourite thing?

Did the leaders do a good job?



Yes they did!

Yes they did!



They did ok

They did ok



No I don't think so

No I don't think so



How much did you learn?



Kei te mōkō

Heaps!



Mōkō

Some things



Kei te mōkō

Nothing

What are some things you learnt?

Would you tell other children to do this programme?



Kei te mōkō

Yes!



Mōkō

Maybe



Kei te mōkō

No

Thank you for filling out this form!



APPENDIX 3. EVALUATION FORM FOR CHILDREN – EXAMPLE FOR CHILDREN 10-12

Programme goals:

I would appreciate any feedback you have so that I can make this programme more enjoyable and useful for future participants.

We will use a scale that goes from **1-5** with:

1 being terrible or no

3 being average or a little and

5 being excellent or yes (depending on the question), with the other numbers being somewhere in between.

1 Did you find the programme interesting and fun?	1	2	3	4	5
2 Did you find the programme taught you new things?	1	2	3	4	5
3 Do you think the programme achieved its goals? (as stated above)	1	2	3	4	5
4 Were the sessions the right length? (not too long or too short)	1	2	3	4	5
5 Would you like this programme to continue, or be run again, within the school/kura?	1	2	3	4	5

6 What new skills or strengths have you gained from this programme?	
7 What did you most enjoy about the programme? How did you contribute to it?	
8 Was there anything you did not enjoy about the programme?	
9 What else could have been included in the programme, to make it more enjoyable?	
10 What other things would you like to learn about or discuss if we ran this programme again?	

Thank you for completing this evaluation, I hope you found the programme fun and learnt some new skills. I have enjoyed getting to know you more and sharing this group experience with you.

Best wishes,



APPENDIX 4. EVALUATION AREAS – EXAMPLE

The table below is an example of a qualitative assessment Level 1, for an individual participant.

CHILD IDENTIFIED NEEDS	CHILD'S GOALS	PROGRAMME	PURPOSE	TIME FRAME	REVIEW AND EVALUATION TOOLS	OUTCOME MET (YES/NO/PARTIAL)
Anger management	<ul style="list-style-type: none"> Gain skills in managing anger 	<ul style="list-style-type: none"> Volcano in my tummy 	<ul style="list-style-type: none"> Learn about how to deal with anger 	<ul style="list-style-type: none"> Three weeks' attendance 	<ul style="list-style-type: none"> Review initial needs Request feedback from child, family, programme provider and school/kura stakeholders 	
Social skills	<ul style="list-style-type: none"> Learn to cooperate and interact socially 		<ul style="list-style-type: none"> Learning in a group situation with sharing opportunities 	<ul style="list-style-type: none"> Four weeks' review of programme 	<ul style="list-style-type: none"> Identify what has changed and why What remains to be worked on and how will this be addressed? 	

APPENDIX 4. EVALUATION AREAS – EXAMPLE CONTINUED

The table below is an example of a quantitative assessment at Level 1, for an individual participant.

WHAT IS MEASURED?	WHERE IS THE INFORMATION GATHERED?	PURPOSE	TIME FRAME	OUTPUT ACHIEVED (YES/NO/PARTIAL)
<ul style="list-style-type: none"> • Number of sessions attended by the child • Total length of programme completed 	<ul style="list-style-type: none"> • Attendance register 	<ul style="list-style-type: none"> • To determine whether the child attended all sessions or the total programme 	<ul style="list-style-type: none"> • Post-programme 	
<ul style="list-style-type: none"> • How many times was appropriate behaviour recorded? 	<ul style="list-style-type: none"> • Incident books • Facilitator feedback • Programme records • Supervision notes 	<ul style="list-style-type: none"> • To determine interest levels and age-appropriate activities 		
<ul style="list-style-type: none"> • Was the child on time for sessions? • How many sessions were attended on time? 	<ul style="list-style-type: none"> • Attendance register • Facilitator feedback • Programme records • Supervision notes 	<ul style="list-style-type: none"> • To determine participation levels and levels of support from family 		
<ul style="list-style-type: none"> • Did the child come prepared? 	<ul style="list-style-type: none"> • Facilitator feedback • Programme records • Supervision notes 	<ul style="list-style-type: none"> • To determine participation levels and levels of support from family 		
<ul style="list-style-type: none"> • How many times since the programme has the child managed anger successfully? • How many times have appropriate social skills been observed? 	<ul style="list-style-type: none"> • Feedback from school/kura staff and family 	<ul style="list-style-type: none"> • To determine levels of learning and whether learning is being applied consistently 		

APPENDIX 4. EVALUATION AREAS – EXAMPLE CONTINUED

The table below is an example of qualitative assessment at Level 2.

ANALYSIS	PURPOSE	METHOD	TOOLS	OUTCOME POSITIVE (YES/NO/PARTIAL)
<ul style="list-style-type: none"> • Programme content 	<ul style="list-style-type: none"> • To assess whether the programme content was appropriate to the needs of participants 	<ul style="list-style-type: none"> • Review initial needs. • Interviews for feedback from child, family, programme provider and school/kura stakeholders 	<ul style="list-style-type: none"> • Programme material • Assessments • Measurement forms and registrations 	
<ul style="list-style-type: none"> • Programme methods/strategies 	<ul style="list-style-type: none"> • To assess whether the programme methods were appropriate to the needs of participants 	<ul style="list-style-type: none"> • Review facilitator feedback, programme mediaries and incident/accident records. • Interview family, participants, SWiS and school/kura 	<ul style="list-style-type: none"> • Facilitator debriefing records, and incident and accident records • Programme diary • Feedback from participants, family, SWiS and school/kura • Evaluations 	
<ul style="list-style-type: none"> • What worked well? • What can be changed? 	<ul style="list-style-type: none"> • Overall feedback from all involved to determine any changes that may be needed 	<ul style="list-style-type: none"> • Review evaluations and feedback 		
<ul style="list-style-type: none"> • Venues/locations 	<ul style="list-style-type: none"> • To assess suitability and success of venue, and to measure effectiveness of health and safety, and risk analysis 	<ul style="list-style-type: none"> • Pre-site check, feedback from participants and SWiS and evaluation forms 	<ul style="list-style-type: none"> • Participants, • SWiS staff, • Families • Risk assessments • Incident and accident forms 	
<ul style="list-style-type: none"> • Daily feedback sheet 	<ul style="list-style-type: none"> • To determine appropriateness of programme and progress of participants 	<ul style="list-style-type: none"> • Interview with those involved and review of documentation 	<ul style="list-style-type: none"> • Anecdotal/verbal comment • Reports to SWiS • Feedback from family, • SWiS participants and school/kura staff 	

APPENDIX 4. EVALUATION AREAS – EXAMPLE CONTINUED

The table below is an example of quantitative assessment at Level 2.

WHAT IS MEASURED?	WHERE IS THE INFORMATION GATHERED?	PURPOSE	TIME FRAME	OUTPUT ACHIEVED (YES/NO/PARTIAL)
<ul style="list-style-type: none"> Content 	<ul style="list-style-type: none"> Attendance register Facilitator feedback Evaluations from participants 	<ul style="list-style-type: none"> To determine whether the child attended all sessions or the total programme To ascertain suitability of content of programme 	<ul style="list-style-type: none"> Post-programme 	
<ul style="list-style-type: none"> Methods and strategies 	<ul style="list-style-type: none"> Incident books Facilitator feedback Programme records Supervision notes 	<ul style="list-style-type: none"> To determine the level of participation and age suitability of activities 		
<ul style="list-style-type: none"> Venue 	<ul style="list-style-type: none"> Incident and accident registers Hazard and risk assessments Daily diary Attendance registers Look for ease of access to caregivers 	<ul style="list-style-type: none"> To determine any incidents or accidents and whether the facilitator/participants felt the venue worked for the type of programme run 		
<ul style="list-style-type: none"> Overall success of programme 	<ul style="list-style-type: none"> Attendance records Feedback from participant evaluations above 	<ul style="list-style-type: none"> To determine the suitability and success of the programme 		

APPENDIX 4. EVALUATION AREAS – EXAMPLE CONTINUED

The table below is an example of qualitative assessment at Level 3 – annual evaluation.

AREA REVIEWED	PURPOSE	METHOD	TOOLS	OUTCOME POSITIVE (YES/NO/PARTIAL)
<ul style="list-style-type: none"> Programme names for the past year and any information from them as a total 	<ul style="list-style-type: none"> To assess whether the programmes run met the needs of the participant, family/whānau, SWiS, school/kura and provider 	<ul style="list-style-type: none"> Review and analyse feedback from child, family/whānau, programme provider and school/kura stakeholders 	<ul style="list-style-type: none"> Assessments Measurement forms and registrations 	
<ul style="list-style-type: none"> Programme venues for past year 	<ul style="list-style-type: none"> To assess whether the programme methods were appropriate to the needs of participants 	<ul style="list-style-type: none"> Review and analyse facilitator feedback, children's progress reviews, programme diaries, incident accident records Interview family, participants, SWiS and school/kura 	<ul style="list-style-type: none"> Facilitator debriefing records, incident and accident records Programme diary Feedback from participants, family, SWiS and school/kura Evaluations and progress reviews from participants 	
<ul style="list-style-type: none"> Programme providers/facilitators for past year 	<ul style="list-style-type: none"> To get overall feedback from all involved to determine any changes that may be needed 	<ul style="list-style-type: none"> Review evaluations and feedback from all programmes 		
<ul style="list-style-type: none"> Programme cost-effectiveness 	<ul style="list-style-type: none"> To ascertain whether the programme is value for money 	<ul style="list-style-type: none"> Review and compare with other programmes that are provided; consider benefits and cost that may be experienced if programme not delivered 		

APPENDIX 4. EVALUATION AREAS – EXAMPLE CONTINUED

The table below is an example of quantitative assessment at Level 3 – annual evaluation.

AREA REVIEWED	PURPOSE	METHOD	TOOLS	OUTCOME POSITIVE (YES/NO/PARTIAL)
<ul style="list-style-type: none"> Programmes run over the timeframe 	<ul style="list-style-type: none"> To assess whether the programmes run met the needs of the participant, family/ whānau, SWiS, school/kura and provider 	<ul style="list-style-type: none"> Analysis of any variances high and low Analysis of feedback for preference programmes and reports on successful programmes 	<ul style="list-style-type: none"> Numbers attending Numbers of absences Numbers completing Numbers finishing prior to end of programme 	
<ul style="list-style-type: none"> Venues 	<ul style="list-style-type: none"> To check for high numbers of incidents or behaviour concerns, participation levels and any major issues or successes 	<ul style="list-style-type: none"> Review facilitator feedback, children's progress reviews, programme diaries, and incident accident records Interview family, participants, SWiS and school/kura 	<ul style="list-style-type: none"> Facilitator debriefing records, incident and accident records Programme diary Feedback from participants, family, SWiS and school/kura Evaluations and progress reviews from participants 	
<ul style="list-style-type: none"> Facilitator or programme providers 	<ul style="list-style-type: none"> To get overall feedback from all involved to determine any programmes that are preferred or requested more than once 		<ul style="list-style-type: none"> Numbers repeating programmes Numbers of requests for programmes 	

APPENDIX 5. REVIEW OF OVERALL PROCESS CHECKLIST

It is important with regard to best practice that a review is also provided of whether the overall process has been followed. This can help with possible problems or difficulties around programme delivery and ensure there is a consistency to the process around programmes.

<p>1. Initial needs analysis:</p> <ul style="list-style-type: none"> • Was an initial needs analysis completed? • Were needs clearly identified and consulted on? 	<p>Yes</p> <input type="checkbox"/> <input type="checkbox"/>	<p>No</p> <input type="checkbox"/> <input type="checkbox"/>
<p>2. Planning and resourcing:</p> <ul style="list-style-type: none"> • Was an intervention or prevention group programme identified and described? 	<p>Yes</p> <input type="checkbox"/>	<p>No</p> <input type="checkbox"/>
<p>3. Implementation of programme:</p> <ul style="list-style-type: none"> • Was a programme successfully implemented? • If no, why? <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Yes</p> <input type="checkbox"/>	<p>No</p> <input type="checkbox"/>
<p>4. Evaluation:</p> <ul style="list-style-type: none"> • Was the evaluation completed? • Finding of evaluation – discussed, noted, completed and information tabled accordingly? 	<p>Yes</p> <input type="checkbox"/> <input type="checkbox"/>	<p>No</p> <input type="checkbox"/> <input type="checkbox"/>