



Jenny Riley, CCCH and Louise Payne, Go Goldfields

The Power and Potential of Data in Collaborative Planning

**Murdoch Childrens Research Institute and
The Royal Children's Hospital Centre for Community Child Health**

The Children's
Excellence in
clinical care,
research and
education



Overview

1. Talking Data – an activity to introduce each other and reflect on the types of data.

2. The Role of Data in the Lifecycle of Collaborations

The Shared Measurement System – some tools and frameworks

3. Case study – Go Goldfields

4. Group work - what works well using data in collaborative Planning? What are the challenges?

Talking Data - Activity

Tell us....

1. Your name
2. What collaboration you are working on and where
3. What type of data have you used? Or are thinking of using.

Types of Data

Qualitative

- Surveys (open questions)
- Semi-structured interviews
- Focus groups
- Observations
- Community Conversations (**Harwood**) – Town Hall meetings
- Kitchen conversations
- Community walks/mapping
- Stories – Most Significant Change
- Photography/drawing with an explanation
- Facebook questions

Quantitative (numbers, stats)

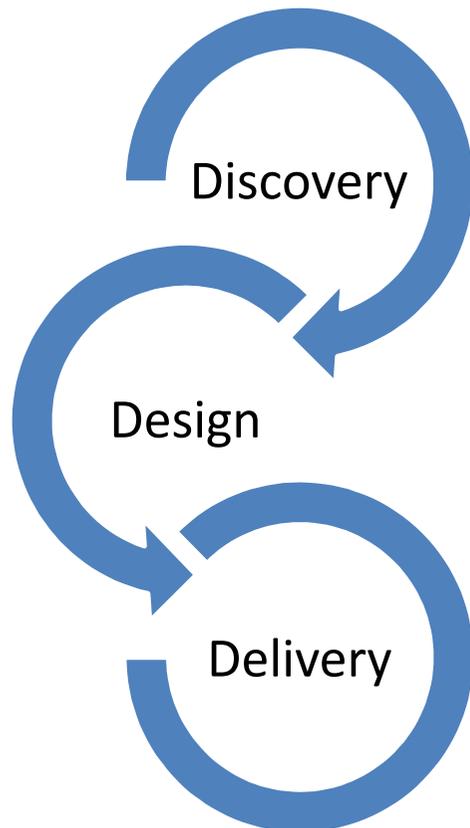
A. Existing data sets

- AEDC
- VCAMS
- Community Indicator Website
- ABS
- Department of Education
- Local Councils

B. Make your own data sets

- Surveys – SMS surveys
- Voting boxes, Facebook polls
- Counts (i.e. homelessness)
- Sign in sheets etc

Collaboration lifecycles – Collective Impact



1. Data for raising awareness
 - Community Conversations/Stories
 - Baseline collection to identify the issues, gaps
 - Community Report Card i.e. AEDC, Bendigo Council
2. Data for learning and planning
 - Set a common (population level) goal
 - Establish the shared metrics (indicators, measurement and approach)
 - Work out who is doing what and measuring what
3. Data to review, monitor and adjust
 - Collect, track and report progress
 - Community Report Card

Shared Measurement Framework - Workshop

1. Review the Data and set a Common Goal(s)
2. Map Outcomes to the Goal – what works?
3. Work out who is contributing what activities to what outcomes – *Collaboration Outcome Map*
4. Agree on who is collecting what data and put in a *Collaboration Action Plan*.

Setting the Common Goal

1. Agree, where are you today?

In 2012, 22% of 5 year olds in North St Marys were 'language vulnerable' according to the AEDC.



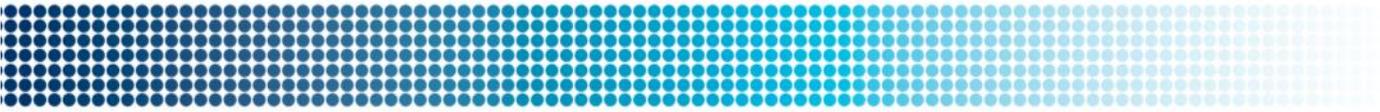
2. Agree, where you want to be?

In 2018, 11% of 5 year olds in North St Marys are 'language vulnerable' according to the AEDC.

Specific, **M**easurable, **A**chievable, **R**elevant, **T**imebound

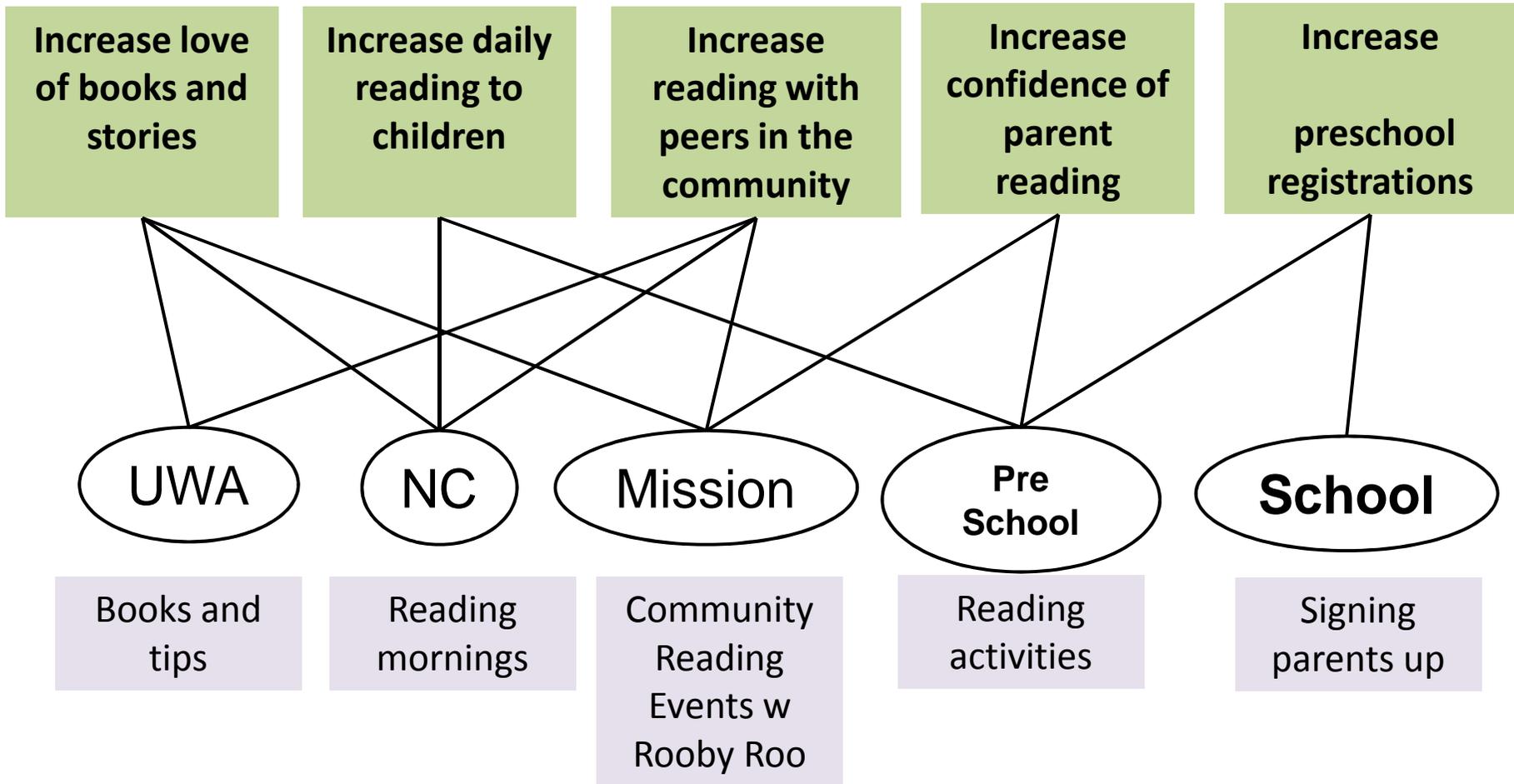
but also take AIM:

Aspirational, **I**nspirational and **M**obilising



COMMON GOAL: Children ready to read at school
(reduce rate from 22% in 2012 to 11% in 2018)

INTERMEDIATE OUTCOMES



Collaborative Measurement Plan

Outcome	Indicator	Question	Method and Timing	Responsible organisations
Increase love of books	# and % of children asked to be read to daily	How often does your child ask to be read to?	<ul style="list-style-type: none"> • Baseline survey • Annual survey • Annual Children activity 	UWA ALL PreSchool
Increase daily reading to children	# and % of parents/caregivers who report to read everyday to their child	How often do you read to your child? i.e. Daily/Every couple of days..	<ul style="list-style-type: none"> • Baseline survey • Annual survey • Annual focus groups 	UWA ALL Mission Australia
Increase reading with peers in the community	# and % of parents/caregivers that attend community reading events weekly	How often do you attend community reading events?	<ul style="list-style-type: none"> • Baseline survey • Annual survey • Event counter 	UWA ALL Mission Australia

Families and Children reading in North St. Mary's



A study of children's reading in our communities.

We found that....

KIDS LOVE READING!



35%

Asked to be read to at least once a day.



18%

Asked to be read to more than 3 times a week.



9%

Asked to be read to at least once a week.

Most children in our community want to be read to multiple times per week.

But despite the children's love of books, we found there were some challenges in supporting their reading activities.



It looks like getting to local reading centres and activities isn't as easy as 1-2-3.

63%

Of kids have never been to a library.

7%

Are able to visit a local library anyweek.

67%

Have never participated in a local reading event with other children.

In total, 10% of parents attend weekly reading activities

10-20 MINUTES



Is the average time parents spend reading to their children.

57%

of parents read daily to their children.

IS THERE A "RIGHT" TIME TO READ?

17%

of kids aren't read to during their play time every day.

46%

of kids are read to at least every day at least one.

PARENTS

Most parents will speak to their children about the pictures but they're less likely to encourage them to repeat words and to talk about the books afterwards.

61% of parents are "somewhat" or "moderately" confident in reading to their children.

But talking about reading is not a hot topic.

44% of parents never or rarely speak about reading to their children with other parents.

SO WHAT DOES THIS TELL US?



Children are hungry for books, stories, and reading. However, families can find it hard to access great books and support their child to read.

To get these results, United Way Australia surveyed 255 out of the 262 parents who were invited to Dolly Parton's Inspiration Library between January - March 2024. We asked a range of questions about reading habits with their children plus to resolve the books and how we can improve the program.



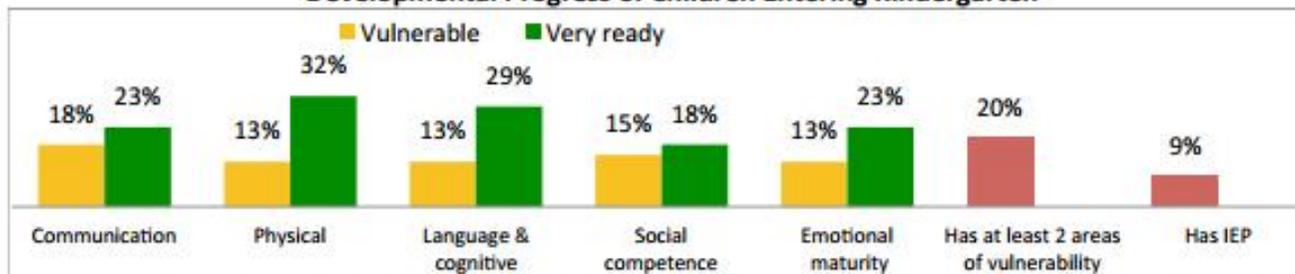
THE STATE OF EAST GIPPSLAND'S CHILDREN & YOUTH REPORT

A snapshot...





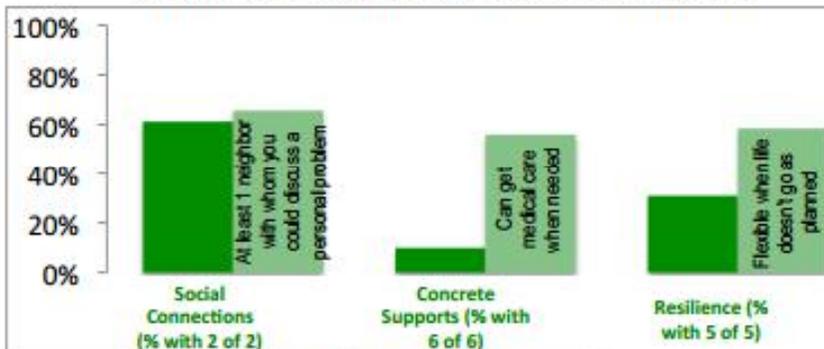
Developmental Progress of Children Entering Kindergarten



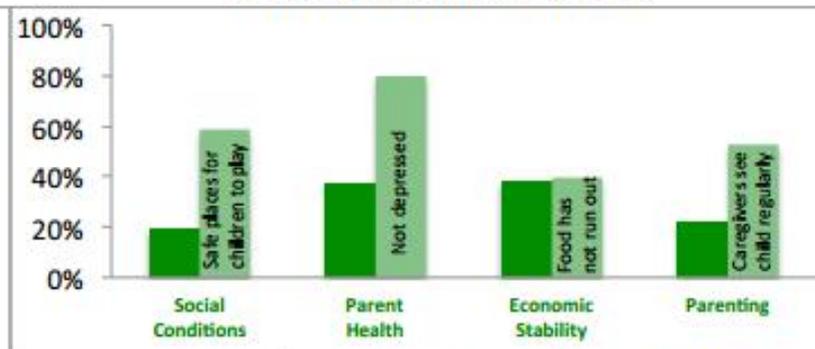
% of 3rd Grade Children Who Are Proficient in Reading

27%

% Parents of Children 0-5 With Protective Factors



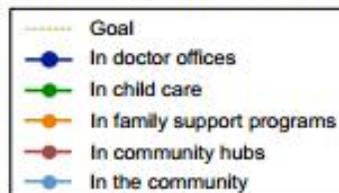
% Parents Achieving Family Goals



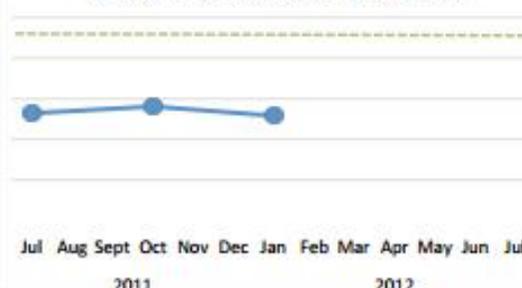
% Parents Reading With Their Child Daily



Parent Experiences in the Community Overall, and in Magnolia Partner Settings



% Parents Reporting Ties to Neighbors



% Parents Reporting Positive Relationship with Child

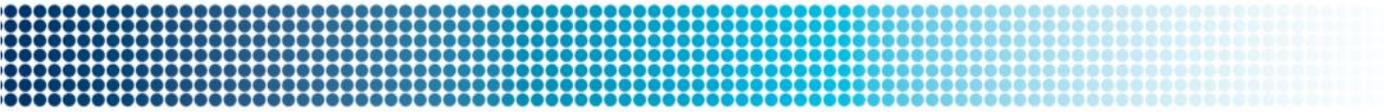


% Parents Helped with Family Income/Finances



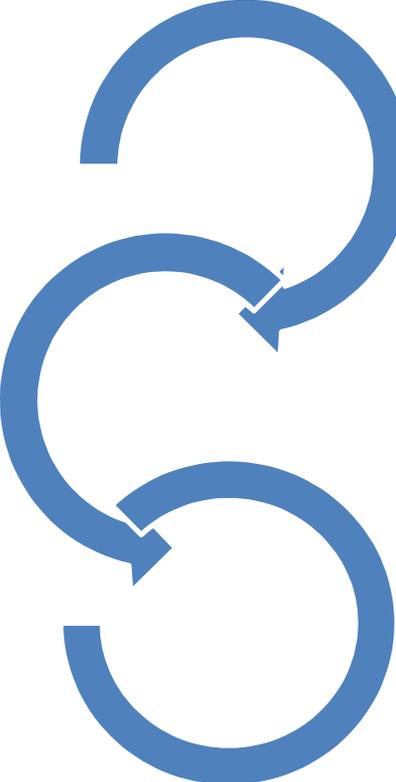
% Parents Receiving Empathic Care





Go Goldfields Case Study

From Gold Prospects to Go Goldfields

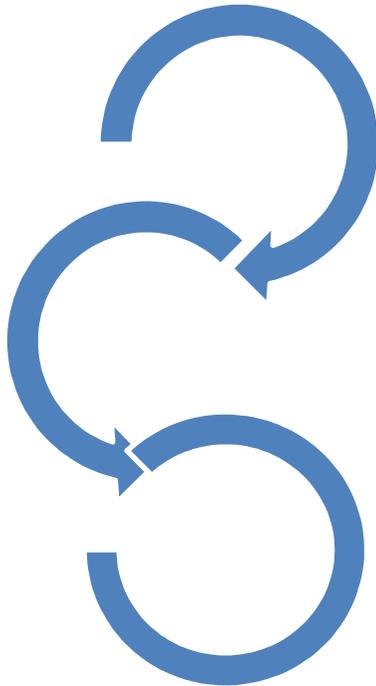


SEIFA 2008; unemployment rate; isolation due to rail closure; generational poverty; young children at risk; poor health; learnings from previous funded interventions; 130 informal interviews.

Funded-facilitator community planning: a) childhood health; b) young people being connected; c) skill development to support work readiness; d) enhancing community inclusiveness; e) environmental sustainability.

Established Alliance – statement of commitment....

Busting myths

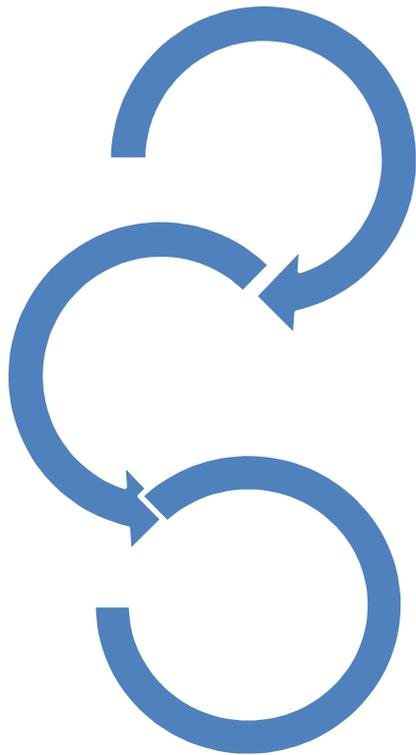


Community breakfasts; Family BBQs; pop-up consultations; community forums, survey.

Community planning group.

EXAMPLES: Community Action Plan, 34 in 65....

Language and Literacy



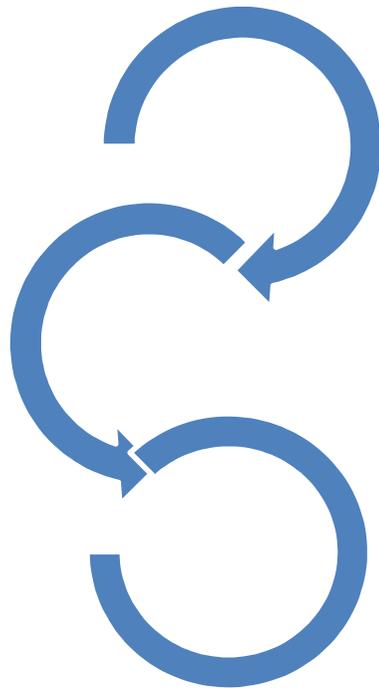
Speech therapy needs; AEDI data; stories from schools; 'safe' conversations with families; culture in regards to 'talking with children'.

Stronger partnerships with families; community based work; collaboration across all early years; evidence-based literacy programs/activities.

ALNF; Rhyme Time; Lap Time; Book Boxes; Family Fun Days;

Community based speech therapy.

Stronger parenting



Child protection data; family consultation project; anecdotes from services and schools; informal interviews with parents at playgroups; more structured interviews for evaluation.

Early years forums; community of practice; Co-designing with parents.

EXAMPLE: Educational conversations at playgroup and other

(eg footy training?)

What works and what is challenging?

In groups...you have 7 minutes to discuss and note:

1. **What has worked well** in using data for collaborative planning?
2. **What have been the challenges?**

Be ready to present back to the plenary...! 😊

What is next?

Join the *Shared Measurement Community of Practice*

WHEN: Tuesday, 26 May 2015 12pm (AEST)

WHERE: via teleconference

COST: Free

REGISTER: comms@collaborationforimpact.com

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