Education Engagement and Attainment Initiatives (EEAI)

Combined Semester Activity Plan (SAP) and End of Semester Report

## EEAI activity name

| *Insert local name of EEAI activity.*  |
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## Community and school

| *Insert community and school names.*  |
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## Planning and reporting period: semester & year

| *Select the relevant year and semester from the drop-down list below.* **2024 Semester 1 (terms 1 & 2)** |
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## EEAI Provider

| *Insert name of Provider.* |
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## Provider contact

| *Insert best contact name, phone number and email address to discuss the details in this document.* |
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# Instructions

This document combines the Semester Activity Plan (SAP) and End of Semester Report. Both of these documents are required as detailed by the Project Schedule agreed between NIAA and Providers.

Note that the parts of this document that comprise the End of Semester Report is the same as the EEAI Progress Report described in the Project Schedule. Providers must also submit the Performance Report (i.e. the KPI report) as outlined in the Project Schedule.

Text that is italicised in blue *like this* is for guidance purposes and should be deleted once you have provided responses. Other guidance text throughout this document will indicate which parts should be completed at the start of semester (as part of the SAP) and after each semester (as part of the End of Semester Report).

## Section 1: Engagement and Governance

Complete Section 1 **at the start of semester**, as part of the Semester Activity Plan.

### Describe how communities contribute to designing the local EEAI services:

| *Describe how First Nations people from the community – families, young people, parents/carers, not just representatives of organisations or local leaders – contributed to designing the EEAI service in the community. This could include:** *How the Provider obtained community input – e.g. workshops, forums, focus groups, surveys etc.,*
* *How decisions were made and how First Nations people from the community were a part of decision-making,*
* *How different groups within the community provided input, e.g. engagement specifically targeting young people, forums for parents or carers, meetings with First Nations school staff etc.,*
* *How ideas from community were recorded, considered and incorporated into the service.*
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### Describe how communities will be involved in the service:

| *Describe how First Nations people from the community – families, young people, parents/carers, not just representatives of organisations or local leaders – will be included in service delivery or support the EEAI activity. This could include:** *How local First Nations people will be involved in monitoring success and impact of the services,*
* *How the views of local First Nations people will inform changes and improvements to services,*
* *How many local First Nations people will be employed, and what roles they will perform,*
* *How the knowledge or support of local First Nations people will be used to make the services effective.*
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### Describe how schools contribute to designing the local EEAI services:

| *Describe how the local school – teachers, staff, Principals and school leadership – contributed to designing the EEAI service in the community. This could include:** *How the Provider obtained school input – e.g. regular planning discussions, workshops with staff,*
* *How schools contributed to decision-making,*
* *What schools proposed and how these ideas were canvassed with the broader community and incorporated into the service,*
* *What resources or facilities schools agreed to contribute to EEAI services, or what services schools agreed to allow on school premises*
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### Describe the governance and oversight mechanisms for the local EEAI:

| *Describe what formal governance or oversight exists to guide the implementation of the local EEAI services. This could include:** *A standing committee including community representatives, school leaders, and representatives of other service Providers that meet to discuss the effectiveness of EEAI services and coordinate action,*
* *A pre-existing community leadership group that has agreed to regularly discuss EEAI services in addition to their existing agenda/responsibility,*
* *A local network of working groups coordinated by the EEAI Provider,*
* *The school council agreeing to broaden its remit to EEAI activities and include other service providers.*
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## Section 2: EEAI Services

Complete this section as part of your SAP *and* after each semester as part of the End of Semester Report:

* At the **start of semester**, please provide details about the EEAI services you will deliver during the semester **in the white rows**. Please refer to the *EEAI Operational Framework* to ensure service design, outputs and outcomes align with program goals and requirements.
* At the **end of semester**, provide the responses **in the grey rows** (indicated by “**end of semester update**”). These responses are an opportunity for Providers to reflect on the delivery and outcomes over the semester.

If there are more than two services, please copy the tables on the following pages as many times as required to detail the activities.

## Service 1

|  | **Detail** | **Description** |
| --- | --- | --- |
| 1 | Name | *Provide a brief name or title for the service, e.g. Rewards and Recognition, Transition Support.* |
| 2 | Describe what the service will deliver | *Please summarise the service –* * *how it will work,*
* *what it will do,*
* *who it will target,*
* *where it will happen,*
* *when it will happen and/or how often it will occur,*
* *Any other details about the service.*
 |
| ***3*** | ***End of semester update:*** *Was the service delivered as expected? If not, what was delivered?* | *Please reflect on the response you provided to item 2, and describe if the service was delivered as anticipated, what elements were not delivered as expected, and what aspects of the service changed during the semester (if applicable).* |
| 4 | Is this service costed in your budget? How much do you expect it to cost? | *Please answer yes or no, and provide an anticipated amount - this should align with figures provided in the detailed budget submitted with this SAP.* |
| 5 | What other resources and/or staff are required? | *Describe the non-financial resources required to deliver the service, including staff, vehicles, fuel, rooms/facilities, equipment etc.* |
| ***6*** | ***End of semester update:*** *Was the activity delivered within budget and with expected resources?* | *Please refer to your responses to items 4 and 5, and describe if the service required a greater or smaller budget, and if the other anticipated resources were sufficient to deliver the service.* |
| 7 | Which community stakeholders helped design this service? | *Describe the group or groups of people in community who helped design and plan this service (e.g. parents, school council members, local health clinic staff, local police, year 10 students).* |
| 8 | How will the target group access the service? How are they involved? | *Describe how the target group will access the service, and how they will find out about the service. Also describe how the service will involve the target group to ensure successful delivery and service improvement.* |
| ***9*** | ***End of semester update:*** *how did the target group access the service? How were they involved?* | *Please refer to your response to item 8, and describe if the target group accessed the service as planned, and/or how they found out about the service. Also describe if the target group was involved in delivery or service improvement as planned. Describe if the target group accessed the service differently, or was involved in a different way during the semester.* |
| 10 | Who else helps deliver this service? How? | *Describe the group or groups of people in community whose support or involvement will be needed to deliver the service successfully, and what they will contribute (e.g. school – for access to local oval, local elders – for in-class support and mentoring).* |
| ***11*** | ***End of semester update:*** *Who else helped to deliver this service? How?* | *Please refer to your response to item 10, and describe if the group were needed to deliver the service as anticipated, and/or if they contributed as expected. Describe other groups who contributed during the semester.*  |
| 12 | How will this service improve engagement and/or attainment outcomes? | *Describe how the service will improve engagement and/or attainment outcomes for the target group – in other words “what success looks like”.* |
| ***13*** | ***End of semester update:*** *How did this service improve engagement and/or attainment outcomes?* | *Please reflect on your response to item 12 above and describe if the service improved engagement and/or attainment outcomes for the target group as planned, and how. Relevant supporting data can be used here.* |
| 14 | How does this service support sustainable education outcomes? | *Describe how the service is linked to improved achievement for First Nations students in school.* |
| ***15*** | ***End of semester update:*** *How did the outcomes support sustainable education outcomes?* | *Please reflect on your response to item 14 and describe how the service linked to improved achievement for First Nations students in school.*  |
| 16 | How will you measure the outcome? What data or evidence will you use?  | *Describe the data and evidence you will use to help determine if the service has successfully supported engagement and/or attainment outcomes (e.g. attendance data, enrolment data, surveys of parents or carers, follow-up discussions, stakeholder feedback).* |
| ***17*** | ***End of semester update:*** *What data or evidence did you use? What did it tell you about outcomes?* | *Please reflect on your response to item 16 and describe the data and evidence used, or indicate “as above” if you were able to access the data described in the response directly above. Describe what the data and evidence tells you about how effective the service was during the semester.* |
| 18 | What are the anticipated challenges or barriers to achieving the outcome? | *List the risks that you expect will negatively impact delivery and/or prevent the service from achieving engagement and attainment outcomes.* |
| 19 | How will the challenges and barriers be addressed? | *Describe the ways the risks described above will be managed, mitigated or avoided.* |
| ***20*** | ***End of semester update:****Were these challenges or barriers as expected? How did you overcome challenges or barriers?* | *Please reflect on your responses to 18 and 19 above, and describe if the challenges or barriers to delivering the service and achieving outcomes were the same as anticipated. Describe how you addressed any challenges to delivery and/or achieving outcomes.* |
| ***21*** | ***End of semester update:****Will you continue this activity? Why or why not?* | *Please answer yes or no, and provide details or reasons.* |

## Service 2

|  | **Detail** | **Description** |
| --- | --- | --- |
| 1 | Name | *Provide a brief name or title for the service, e.g. Rewards and Recognition, Transition Support.* |
| 2 | Describe what the service will deliver | *Please summarise the service –* * *how it will work,*
* *what it will do,*
* *who it will target,*
* *where it will happen,*
* *when it will happen and/or how often it will occur,*
* *Any other details about the service.*
 |
| ***3*** | ***End of semester update:*** *Was the service delivered as expected? If not, what was delivered?* | *Please reflect on the response you provided to item 2, and describe if the service was delivered as anticipated, what elements were not delivered as expected, and what aspects of the service changed during the semester (if applicable).* |
| 4 | Is this service costed in your budget? How much do you expect it to cost? | *Please answer yes or no, and provide an anticipated amount - this should align with figures provided in the detailed budget submitted with this SAP.* |
| 5 | What other resources and/or staff are required? | *Describe the non-financial resources required to deliver the service, including staff, vehicles, fuel, rooms/facilities, equipment etc.* |
| ***6*** | ***End of semester update:*** *Was the activity delivered within budget and with expected resources?* | *Please refer to your responses to items 4 and 5, and describe if the service required a greater or smaller budget, and if the other anticipated resources were sufficient to deliver the service.* |
| 7 | Which community stakeholders helped design this service? | *Describe the group or groups of people in community who helped design and plan this service (e.g. parents, school council members, local health clinic staff, local police, year 10 students).* |
| 8 | How will the target group access the service? How are they involved? | *Describe how the target group will access the service, and how they will find out about the service. Also describe how the service will involve the target group to ensure successful delivery and service improvement.* |
| ***9*** | ***End of semester update:*** *how did the target group access the service? How were they involved?* | *Please refer to your response to item 8, and describe if the target group accessed the service as planned, and/or how they found out about the service. Also describe if the target group was involved in delivery or service improvement as planned. Describe if the target group accessed the service differently, or was involved in a different way during the semester.* |
| 10 | Who else helps deliver this service? How? | *Describe the group or groups of people in community whose support or involvement will be needed to deliver the service successfully, and what they will contribute (e.g. school – for access to local oval, local elders – for in-class support and mentoring).* |
| ***11*** | ***End of semester update:*** *Who else helped to deliver this service? How?* | *Please refer to your response to item 10, and describe if the group were needed to deliver the service as anticipated, and/or if they contributed as expected. Describe other groups who contributed during the semester.*  |
| 12 | How will this service improve engagement and/or attainment outcomes? | *Describe how the service will improve engagement and/or attainment outcomes for the target group – in other words “what success looks like”.* |
| ***13*** | ***End of semester update:*** *How did this service improve engagement and/or attainment outcomes?* | *Please reflect on your response to item 12 above and describe if the service improved engagement and/or attainment outcomes for the target group as planned, and how. Relevant supporting data can be used here.* |
| 14 | How does this service support sustainable education outcomes? | *Describe how the service is linked to improved achievement for First Nations students in school.* |
| ***15*** | ***End of semester update:*** *How did the outcomes support sustainable education outcomes?* | *Please reflect on your response to item 14 and describe how the service linked to improved achievement for First Nations students in school.*  |
| 16 | How will you measure the outcome? What data or evidence will you use?  | *Describe the data and evidence you will use to help determine if the service has successfully supported engagement and/or attainment outcomes (e.g. attendance data, enrolment data, surveys of parents or carers, follow-up discussions, stakeholder feedback).* |
| ***17*** | ***End of semester update:*** *What data or evidence did you use? What did it tell you about outcomes?* | *Please reflect on your response to item 16 and describe the data and evidence used, or indicate “as above” if you were able to access the data described in the response directly above. Describe what the data and evidence tells you about how effective the service was during the semester.* |
| 18 | What are the anticipated challenges or barriers to achieving the outcome? | *List the risks that you expect will negatively impact delivery and/or prevent the service from achieving engagement and attainment outcomes.* |
| 19 | How will the challenges and barriers be addressed? | *Describe the ways the risks described above will be managed, mitigated or avoided.* |
| ***20*** | ***End of semester update:****Were these challenges or barriers as expected? How did you overcome challenges or barriers?* | *Please reflect on your responses to 18 and 19 above, and describe if the challenges or barriers to delivering the service and achieving outcomes were the same as anticipated. Describe how you addressed any challenges to delivery and/or achieving outcomes.* |
| ***21*** | ***End of semester update:****Will you continue this activity? Why or why not?* | *Please answer yes or no, and provide details or reasons.* |

*Please copy and paste the table above as many times as required to provide details of additional services, re-naming each additional service to “Service 3”, “Service 4” etc. as required.*

## Section 3: Referrals to Other Services

Complete Section 3 **after each semester** as part of the End of Semester Report.

### Have you referred families or persons to other services during the reporting period? (E.g. social workers, Centrelink, housing)

[ ]  YES [ ]  NO

If yes, please provide details:

|  |  |
| --- | --- |
| **Service referred to** | **Number referred** |
| *Provide the name of the service* | *Provide the number of students referred to this service. For privacy reasons please do NOT provide names or other personal details of any people.* |
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|  |  |
|  |  |

## Section 4: Observations, Feedback and Ideas

Please complete Section 4 **after each semester** as part of the End of Semester Progress Report.

### How much effort did your organisation commit to supporting other organisations during the semester? What were the outcomes?

| *This is an opportunity for you to detail what work your organisation conducted to support programs, activities or events led by other organisations.* * *This could be ad-hoc “in the moment” support or planned support provided through formal partnerships,*
* *Regular/scheduled support or infrequent/one-off support are applicable,*
* *Do not discuss work your organisation led – this should be covered elsewhere. There is no need to repeat information covered in Section 2 of this report.*
* *Support for schools should mostly be covered in Section 2 however if any other support for schools was provided this can be detailed here.*

*Please also describe what impact this had on education engagement and attainment, or education outcomes, if applicable.* |
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### In general, do you think the way young people, families, parents and carers and communities engage with education has improved during the last semester? Why?

| *This is an opportunity for you to make general observations about the way communities and First Nations people in communities engage with schooling and education, and whether this has improved. Reasons why can be discussed in general and are not limited to the efforts of the EEAI activity. You are welcome to discuss the impact of your organisation’s work however you do not need to repeat information provided elsewhere in this report.* |
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### Please provide details of any good news stories and/or examples of best practice that you think might be useful to understand how EEAI is working in your community or communities.

| *Describe any good news stories and/or examples of best practice. This could include:** *Examples of young First Nations people participating meaningfully in schooling and education, achieving at school, or experiencing improved personal outcomes.*
* *Examples of how services are incorporating the elements of best practice to improve engagement and participation (refer to the EEAI Operational Framework e.g. local employment, governance committees, community mapping, and development of local staff).*
* *Please provide links or references if any good news relates to published/broadcast articles or reports.*
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### Please provide any additional comments, feedback or information

| *Describe anything else you think might be relevant and useful. This could include:** *Views about the EEAI approach,*
* *Ideas for future program changes or innovations,*
* *Suggestions for support that NIAA can offer,*
* *Incidental insights,*
* *Previous RSAS Providers could comment on whether the EEAI is more difficult to deliver than RSAS, and/or whether they think the EEAI approach is producing better outcomes than RSAS.*
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