

# SERVICE GUIDELINES

*Break-Away School Holiday Programmes*



**ORANGA  
TAMARIKI**  
Ministry for Children

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# 1 ABOUT THE GUIDELINES

## Introduction

These guidelines (the guidelines) are for the Provider that Oranga Tamariki–Ministry for Children (Purchasing Agency) contracts with to provide these services. The guidelines form part of the Outcome Agreement.

Outcome Agreements with Providers for these services require that they are delivered in accordance with the guidelines. The guidelines are a living document and may be varied at the discretion of the Purchasing Agency. The Purchasing Agency will inform the Provider of any variation to be made to the guidelines that impact on delivery of services.

## Purpose of the guidelines

The guidelines have been developed to assist Break-Away School Holiday Programme stakeholders by providing:

- detailed information about service delivery and practice in a more easy to read format than is possible to include in an Outcome Agreement
- a resource tool to help Providers deliver services consistently and in line with the national goals
- a way for the Purchasing Agency to improve its responsiveness to feedback regarding changes to the service delivery component of the Outcome Agreement.

## Using the guidelines

The guidelines should be seen as setting the minimum standard from which the Provider can develop a service that reflects their organisation's philosophical base, incorporating local need and the culture within which the Provider works. The Provider should use the guidelines to assist them to competently deliver the Service.

## Guideline reviews

The guidelines are reviewed on a regular basis. The review process ensures that the:

- guidelines reflect the most current decisions of the Government that affect the Service and the activities being funded
- reporting measures are up-to-date, relevant and collecting the most useful information on service delivery and effectiveness.

## 2 WORKING TOGETHER

### Relationship principles

Both parties shall collaborate to ensure the services are effective and accessible. In so doing they recognise that the Service is a joint endeavour, in which both parties have a shared goal to achieve positive benefits for the target group.

The following principles guide all our dealings under the Outcome Agreement.

Both 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.

Both parties shall appoint Contract Managers who will be responsible for effectively managing the contract relationship between us, by providing assistance and support as required. Details of the Contract Managers nominated by both parties are set out in the Outcome Agreement.

### Cultural responsiveness

Both parties recognise the needs of all people, including Māori, Pacific, ethnic communities and all other communities, to have services provided in a way that is consistent with their social, economic, political, cultural and spiritual values.

### Good practice approach

Both parties support the development of good practice in the delivery of the Service.

This includes:

- Basing the Service on the current good practice approaches, taking into account the local context, community and the knowledge and skills relevant to the purpose and focus of this Service
- Being client focused – including:
  - involving clients appropriately in decisions about the delivery of the support they receive

- recognising the importance of cultural responsiveness in service delivery
  - designing services and physical facilities in a way that supports accessibility to services for clients
- Using a collaborative approach across services and agencies where possible
  - Undertaking regular review, reflection and monitoring of the effectiveness of the Service, including client, staff and external feedback, and changing and modifying practice in response
  - Ensuring that formal feedback processes are used for reporting purposes and that clients participating in them are aware of how the information they provide will be used
  - Undertaking relevant professional development and (where appropriate) supervision
  - Engaging with a 'community of practice' to share ideas, information and build professional practice knowledge.

## Results-based accountability (RBA)

The Purchasing Agency has adopted a Results-Based Accountability approach to contract reporting and monitoring. This approach uses a simple framework to help the Purchasing Agency and Providers focus on achieving positive outcomes/results. This approach means the Purchasing Agency can work better with the Provider to ensure that programmes are effective and achieving the right outcomes for individuals, families and communities.

RBA identifies two types of accountability that are interconnected:

- population accountability, which is focused on high-level outcomes for a particular population (e.g. a specific demographic or geographic community)
- performance accountability, which is focused at the service delivery and client outcome level which contributes to population outcomes. Performance accountability has a dual emphasis on ensuring that agencies deliver the type and volume of services they are contracted to deliver and that these services are achieving the expected results.

The Outcome Agreements mainly require reporting information on performance accountability, and will ask the Provider to report on three types of measures:

- accountability measures – How much did we do? How well did we do it?
- outcome/result measures – Was anyone better off?

- audience measures – measures that we are required to report on for a specific reason (e.g. it is a government requirement, or the information is being collected for a specific purpose).

The first two types of measures are developed through the RBA process, while audience measures are reporting requirements that the Purchasing Agency has as a government agency with responsibility for public funds.

The data is backed up by a narrative report which forms part of the Outcome Agreement. A guide to writing the narrative report is found in the list of reporting measures contained in these guidelines as well as in the Outcome Agreement.

More information on RBA can be found on

- [www.business.govt.nz/procurement/procurement-reform/streamlined-contracting-with-ngos/results-based-accountability](http://www.business.govt.nz/procurement/procurement-reform/streamlined-contracting-with-ngos/results-based-accountability)
- <http://www.msd.govt.nz/what-we-can-do/providers/results-based-accountability/index.html>.

# 3 SERVICE OVERVIEW

## Service summary

### Target group definition

Young people aged between 11 – 18 years who would not normally attend a school holiday programme.

### Outcomes/results we expect to achieve

The Break-Away programme will:

- help young people build their social, interpersonal and communication skills, so that they can manage and respond positively to challenges and make positive choices about their lives.
- provide access to a range of constructive activities, both physical and non-physical

## Services

Structured school holiday activities that promote participation either through a physical activity focussed programme, or a more general programme with a physical component.

## Social Sector Accreditation Standards

Providers delivering Break-Away School Holiday Programmes are required to meet Level Three, Ministry of Social Development (MSD) specific accreditation standards. Providers are required to maintain their Accreditation Level according to the MSD's relevant Social Sector Accreditation Standards.

## Background

The Service was established in 2009/2010 by a Cabinet decision (the fresh start for young people – SOC (09) 71 refers) in order to increase and improve the range of school holiday opportunities for young people whose families may not be able to provide them.

The Break-Away School Holiday Programme is part of a suite of measures to improve the lives of young people at risk of poor outcomes. International evidence shows that how people spend their leisure time can have a significant impact on their resilience and outcomes later in life. Many young people lack access to positive and interesting activities during the holiday periods, either through a lack of services or because of cost barriers.

Idleness can lead young people to have lowered personal expectations, a reduced sense of belonging or attachment to the community and, in some cases, to commit crime. These programmes will help to reach young people at risk of poor outcomes before their circumstances and personal choices lead them to behave in ways that may damage their future prospects and cause trouble in their communities.

## **Purpose of Break-Away school holiday programme**

The Break-Away programme provides young people with fun, stimulating and structured activities during the school holidays. It is designed to give them constructive things to do that will support their personal development. It also aims to promote physical activity, either through a physical activity focused programme or through the inclusion of physical activity in a more general programme.

## **Outcomes / results**

The Break-Away programme is intended to help young people:

- build their social, interpersonal and communication skills, so they can manage and respond positively to challenges and make positive choices about their lives
- avoid high-risk, anti-social behaviour such as experimenting with drugs or being involved in crime
- to improve attitudes and engagement with school and improve their self- confidence and self-esteem
- learn about the importance of being physically active, gain adaptable skills through participation and become aware of physical activities available in their communities.



## Reporting measures

The reporting measures for this Service are listed below. Provider Return Report templates are contained in the Outcome Agreement.

Type of measure		Measures
Output Measure	Quantity How much?	Number of placements Number of clients who received the Service
	Quality How well?	Number of clients who provided feedback Percentage of clients who expressed they were satisfied or very satisfied with the Service / content and delivery of the programme
Outcome / Result Measure	Effectiveness Is anyone better off?	Percentage of clients who report they have developed new skills

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.

## Providing reports

### Units of Measure:

One placement is equivalent to five days' attendance on a general activity programme. For the general activity programme a day is based on five hours activity that must include one hour of physical activity. Where a week-long programme is not offered (such as an overnight camp) the programme should add up to 25 hours.

A client is an individual who attended the programme during the holiday period. An individual person is counted once only, regardless of the number of days they return to the programme during the holiday period.

Note that one placement does not necessarily relate to one person, and can be made up of a number of people.

For example, a placement could include the following scenarios which are all equivalent to one placement:

- one person who attends for the full five days in a row
- five different people who attend for one day each
- one person who attends for two days and one person who attends for three days.

Reports are necessary to ensure accountability to Government for the funding provided in the terms of the Outcome Agreement.

The Purchasing Agency has agreed on the quantity and nature of the services that government funding supports, and we are required to report to Government that this has been achieved.

During the term of this agreement, you will need to send the following reports about the provision of the services to the Contract Manager on the due dates set out in the agreement.

- a) Provider Return Report – including a Statistical and Narrative Report (refer to the Outcome Agreement for reporting frequency).
- b) annual, independently audited financial accounts.

Reports may be made available electronically where we have established such reporting facilities. Alternatively, reports may be provided in the format specified in the Outcome Agreement.

## Family Services Directory

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

# 4 SERVICE DELIVERY

## Focus of service activities

In order to achieve the Break-Away programme aims, the programme Provider and all other associated parties need to:

- promote participation of the target group in the programmes
- establish relationships with other Providers in the community, including mentoring, social and other physical activity Providers
- refer young people who are identified as having a health issue (i.e. alcohol or drug problem) to the appropriate health service in their community
- deliver the Break-Away programme at no costs to the participants
- ensure the timing and scheduling of programmes and activities offered are appropriate to the age range of participants
- provide a safe environment where young people are able to participate in physical activity in a way that promotes their self-esteem and the value of physical activity.

There are two types of Break-Away programmes (as described below); however, both can include activities such as structured social networking opportunities, informal learning and skills acquisition.

- *Physical Activity Focused Programmes*  
These programmes should include a minimum of four hours physical activity per day or 20 hours per week. They may include the following activities: outdoor, adventure, fitness, physical recreation, sport or other physical disciplines. Types of activities provided will be based on the skills and resources available and demand from young people in the community.
- *General Activity Programmes*  
General activity programmes offer a range of activities such as arts and craft, music, drama, informal learning and adventure. They include at least 60 minutes (cumulative) physical activity per day, within programme duration of at least five hours per day or 25 hours per week.

# 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:		
Provider phone:		Date submitted: