

Report on the Pilot Evaluation of the National Community Hubs Program

Prepared by Sandie Wong, Frances Press &
Tamara Cumming

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The community Hub is a non-threatening, relaxed means of social contact and vocational guidance and has provided a 'voice' at our school from migrant women. Having younger children attend playgroup has provided social interaction for 2-4 year old children that would not be available outside the school due to child care/pre-school costs. The vocational courses organised by the Hub leader are entry level/attainment courses aimed at basic TAFE level and are greatly appreciated by our migrant families as most are educated people in their native countries, who want to up-skill their qualifications in Australia. Most of all, migrant mothers drop their children off at school and then head back to an empty unit for the rest of the day. The Hub is a way of arresting the social isolation felt by newly arrived migrant families by providing an alternative. 300 families participate in Hub events over a 12 month period ranging from Zumba, yoga, basketball, TAFE entry courses, first aid courses, play group, domestic violence workshops, cooking classes, parent workshops on reading/maths and so on. The Hub program is a winner at our school!

(Feedback from a school staff member)

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Background

The National Community Hubs Program (NCHP) is an evidence-based, place-based, citizen-centric program designed to enhance social inclusion and social cohesion, especially for migrant families. It consists of 39 community Hubs across three states: Victoria, New South Wales and Queensland.

NCHP Intended Outcomes

The NCHP has clearly articulated intended outcomes for children, families, schools and community services (see Figure 1). These are that:

- Migrant children enjoy and succeed in school and achieve optimal health, development and wellbeing;
- Migrant families function well, have the capacity, confidence and skills to nurture child learning and are connected, active participants in the community and workforce;
- Schools respond to the needs of migrant children and families; and
- Community services respond early and effectively to migrant child and family needs.

The NCHP has a strong commitment to evaluating the Hubs and assessing whether these outcomes have been achieved. In addition, the NCHP has mandatory reporting responsibilities to the Department of Social Security (DSS), which contributes funding to the program.

In 2014, the NCHP underwent a process evaluation, led by Press and Wong, to determine whether the program was being delivered as intended. Findings from this evaluation have been reported in the document, *Independent Evaluation of the National Community Hubs Program* (Press, Wong, Woods, Miller, Rivalland & Sumsion, 2015), and have contributed to the ongoing development of the NCHP.

Subsequent to the process evaluation, and in close consultation with the NCHP National Support Centre, Hume Hubs Team and NSW Hubs Team, a *Discussion Paper for the Development of an Outcomes Evaluation Framework for the National Community Hubs Program* (Wong, Press & Cumming, 2015) was prepared to inform the selection and development of an Outcomes Evaluation Framework for the NCHP. The recommendations of that report, including the need to pilot the NCHP Evaluation Framework to ascertain its workability, were accepted by the NCHP Governance Committee at its meeting on 30 April 2015.

The purpose of the *National Community Hubs Program Pilot Evaluation* was to:

1. Investigate the efficacy of the *NCHP Outcomes Evaluation Framework*; and
2. Provide outcomes evaluation data for the pilot site Hubs.

This report describes the findings from the NCHP Pilot Evaluation. It was undertaken with six Hubs: Broadmeadows Valley, Coolaroo South and Meadows in Victoria, and Mount Druitt, Westmead and Yagoona in New South Wales.

Acknowledgements

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Finally, we are grateful to the Refuge of Hope for providing the opportunity to conduct this pilot project and contribute to the evaluation of this important program.

Research Team

The *Pilot Evaluation of the National Community Hubs Program* was conducted by a team of researchers from Charles Sturt University:

- Dr Sandie Wong
- Associate Professor Frances Press
- Dr Tamara Cumming

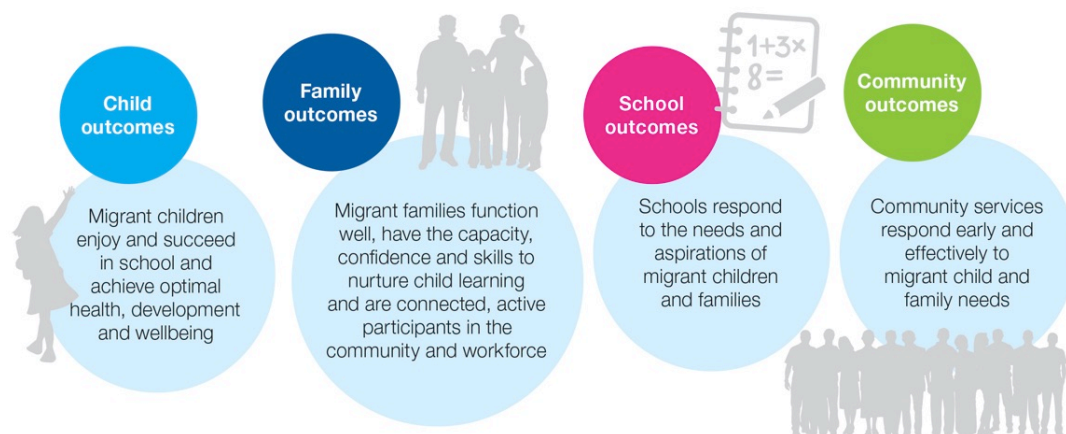


Figure 1: NCHP intended outcomes

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Executive Summary

The pilot evaluation of the *Outcomes Evaluation Framework* was commissioned by the Refuge of Hope for the National Community Hubs Program (NCHP) to determine the most effective means of understanding how well the NCHP was progressing toward achieving its objectives. Six Hub sites participated in the pilot (3 in Victoria and 3 in NSW). Herein, we provide a summary of these results and comment upon the effectiveness of the framework in enabling the program to track its progress.

The Framework

Hub leaders at six sites distributed customised surveys to families, school personnel and community services as well as contributing their own insights. These surveys were informed by the outcomes sought by the NCHP, a review of evaluation approaches and previously validated, standardised survey tools. Of the six sites that took part in the study, case studies involving observations, interviews and focus groups were conducted at two. Additionally, the evaluation team reviewed data collected by each participating Hub as part of its ongoing reporting regime.

How well are the evaluated Hubs working?

As part of the pilot, the Evaluation sought to find out how well the Hubs are being delivered, and whether they

are making a difference to children, families, schools and community services. The results from the pilot evaluation are very encouraging for the NCHP, with the results from these six Hubs indicating that they are on track to meet the NCHP program objectives.

It is clear that the Hubs are providing a diverse range of activities including English language support (for both children and parents), vocational training, and playgroups. Each Hub provides a different suite of activities in response to community context. Of particular importance is not the type of program delivered per se, but levels of satisfaction with the Hubs—especially for families.

Notably, the overall satisfaction with the Hubs was high, with families and volunteers rating the Hubs very highly.

Importantly, all families who responded to the survey agreed that they were treated with respect and that they would recommend the Hub to other families. The vast majority of responding families felt they could influence their Hub. Collectively these responses support the finding that the evaluated Hubs are being delivered effectively, and in the place-based citizen-centric way intended by the NCHP.

Significantly, there was strong agreement across all sectors (parents, teachers, principals, community services workers and Hub leaders) that

the Hubs were having a positive impact upon young children. Ninety-four per cent of families agreed or strongly agreed that their children's spoken English had improved as a result of attending the Hub and over 97% of families agreed or strongly agreed that their children's literacy had improved.

In addition, families were positive about how the Hubs contributed to their children's attitudes toward school. Over 94% of families agreed that children enjoyed attending the early childhood services connected to the Hub; and over 97% agreed that the Hub had helped their children become familiar with the school, feel comfortable with the school and develop a positive attitude toward school. These observations were echoed by the responses of teachers, principals, community services workers and Hub leaders.

There was also widespread agreement that most children had made friends through the Hub, and children's wellbeing and development was supported through Hub activities, and referrals to additional support where appropriate.

The Hubs also support children's transition to school. Nearly all school staff agreed that as a result of attending the Hub, children's behaviour at school had improved. Through the case studies, parents spoke of the way their children benefited from their (parents) own involvement with the Hub and through the Hub, the life of the school.

The impact of the Hubs upon families was also regarded positively by nearly all of those surveyed. Again, agreement from families was especially strong, with over 96% of families agreeing that their written and spoken English had improved, and that they were more confident in their parenting because of their involvement with the Hub.

Importantly for the Hubs' role in strengthening community, families reported that they were more connected with other families, their school, local community and service system; almost all families (97%) reported that they had made friends through the Hub; and 96% of families agreed that they were able to make the community a better place for their children. Again, these findings were echoed by the responses of the other survey respondents.

The Hubs also offered opportunities for families to undertake vocational training or volunteer work in preparation for finding paid work.

The evaluation also sought to find out if the Hubs were making a difference to schools and the ways schools operate. All but one survey respondent agreed that the Hubs were improving the cultural competence of schools by enhancing respect for cultural diversity, increasing cultural inclusiveness and the schools' capacity to respond to the needs of families and work in partnership with families. As one Hub leader aptly stated, the impact on the school, and Hub families was:

“increased awareness, more conversations, less assumptions”.

Additionally, school personnel were more aware of early years and community services, and schools were working more collaboratively with such services in support of migrant families.

Similarly, the Hubs were regarded as having a positive impact on their local community services. There was unanimous agreement that as a result of the work of the Hubs, community services had become more effective in their work with migrant families. Specifically, local community services were more connected and more collaborative, and the availability and accessibility of services had increased.

The success of the evaluation framework

An important focus for the pilot was to test the evaluation framework itself—to find out how well the evaluation approach worked in eliciting data that answered the question of how well the Hubs were working.

The Outcomes Evaluation Framework was successful in obtaining information from a range of key stakeholders.

The layers of data provided by the various evaluation tools gave breadth and depth to the evaluation and provided rich insights into how well the Hubs were meeting their objectives. The questions elicited data

that could be matched against the NCHP objectives.

If the approach were rolled out across all Hub sites (with selected sites for case studies) the NCHP would have a rich corpus of data to inform its work. Moreover, the survey instruments developed for this evaluation could be used by Hub leaders to undertake self-evaluation of individual hubs.

It was clear that the role Hub leaders play is critical to the success of the evaluation. Hub leaders are the conduit to families, volunteers and community services. In this pilot, they often took the initiative to encourage other stakeholders (school staff, families, community services staff) to participate in the evaluation. As the time available to Hub leaders is limited, the timing of the evaluation is important, as is advanced notice that the evaluation will occur.

As families are the focus and heart of Hub activities, any future evaluations should strive to increase family responses. It may be possible to increase the response rate from families further through allocating time for Hub personnel (either staff or volunteers) to work with groups of families to facilitate the completion of surveys. This may involve guiding families through the survey questions and how to use the scaling tools.

It is anticipated that regular implementation of the outcomes evaluation framework (for example annually) would create a familiarity

that may in itself, generate increasing response rates.

Conclusion

The results of the pilot Outcomes Evaluation Framework are very promising. Although the data obtained from the pilot sites is not representative of the NCHP as a whole, it does provide a positive picture of the impact of these Hubs. There is no doubt that these sites are on track to meet the objectives of the program. They are supporting the cultural responsiveness of schools and community services. They are making a difference to the lives of many migrant families, and most especially, they are making a difference to the lives of their children.

Recommendations

Recommendations for the NCHP

- 1. The NCHP is contributing to positive outcomes for migrant children and their families, schools and community services, and should be given continued support.**
- 2. The few suggestions made by respondents for improving the Hubs' work with families should be considered. These were:**
 - up-skill volunteers in how to encourage fellow parents to participate in events (family);**
 - provide more information nights and events, to reach more families especially at the**

beginning of the school year (community service staff member); and

- introduce employment capacity building programs (Hub leader).**

Recommendations for future evaluations

- 1. The NCHP Outcomes Evaluation Framework provides a doable, reliable and useful means of evaluating the NCHP and should be maintained.**
- 2. Any future evaluations of the Hubs should be conducted in Term 3.**
- 3. Ethics approval from all relevant bodies should be sought early in the year to prevent delays in the commencement of the evaluation.**
- 4. If possible, ethics approval should be sought for an extended period, related to the projected requirements for evaluation.**
- 5. An item on cultural background should be added to the family questionnaire.**
- 6. Consideration should be given to capturing additional information when the current reporting regimes are updated, including:**
 - the number of individual families attending the Hubs;**
 - the number of families who attend on a regular basis; and**

- **cultural background/
nationality/visa background
of families.**
- 7. Reporting guidelines and
protocols are made explicit and
communicated clearly to Hub
leaders.**
 - 8. Opportunities to collect stories of
change should be provided.**
 - 9. To enable greater participation
from families in future
evaluations, provide additional
time or staff (such as parent
volunteers) to facilitate group
survey-completion sessions.**

Background to the Report

Purpose of the Evaluation

The purpose of the *National Community Hubs Program Pilot Evaluation* (NCHP Pilot Evaluation) was to:

1. Investigate the efficacy of the NCHP Outcomes Evaluation Framework; and
2. Provide outcomes evaluation data for the six pilot site Hubs—three in Victoria and three in New South Wales.

Evaluation Framework

The questions underpinning the NCHP Outcomes Evaluation Framework (NCHP Evaluation Framework) were informed by Results Based Accountability (Eisenbruch, Blignault & Harris, 2005) and were as follows:

1. What and how much were the six pilot NCHP Hub sites doing?
2. How well were they doing it?
3. Were they making a difference for migrant children and families, schools and community services?

How was the Evaluation Framework developed?

The NCHP Evaluation Framework was developed in close consultation with NCHP staff including staff working in the National Support Centre, support agency staff (Hub coordinators), and Hub Leaders.

Outcomes Evaluation Logics for each of the target groups (migrant children and families; schools; and community services) were developed by drawing on and synthesising Outcomes Based Plans developed by the 39 Hubs (see Appendices 1, 2, 3 and 4). These plans articulate the Hubs' activities, mapped against the NCHP Outcomes. They also identify potential Process and Outcomes Indicators to determine whether each Hub's activities are making a difference to the target group. The plans clearly demonstrate the rationale for activities and how they link with the outcomes. However, as each Hub developed these Outcomes Based Plans somewhat independently, the language used and Process and Outcomes Indicators chosen are inconsistent across the NCHP. The information in the plans was synthesised to enable a coherent and consistent approach to evaluation.

Process and outcome indicators to address each of the evaluation questions were developed (see Table 1). A full report on the development of the NCHP Evaluation Framework can be found in [Wong, Press and Cumming \(2015\)](#).

How were the Evaluation Tools developed?

The Outcomes Evaluation Framework informed the development of the data collection tools. As with the

framework, the evaluation team consulted with NCHP staff in the development and refinement of the tools. For example, the NCHP Evaluation Framework and drafts of the questionnaires for the survey were shared with coordinators and Hub leaders at the National Hubs Meeting in May 2015, and their feedback sought. In light of this feedback, the surveys were significantly modified. For example, the number of questions were reduced and language made more 'user friendly'. The six participating Hub leaders gave further valuable input into the revised surveys and provided strong rationales for choosing the two case study sites (see p. 21 for further details).

When did the Evaluation occur?

The NCHP Pilot Evaluation was intended to commence and be completed within Term 3, 2015. Unfortunately, due to delays in ethics approval (see below) from State Departments of Education, the evaluation could not begin until the end of Term 3 and was completed early in Term 4. All usage data presented in this report relates to Term 3 only.

Ethics Approval

It is a common requirement of State Departments of Education for researchers to seek departmental ethics approval for research that is undertaken on public school grounds or otherwise involves public schools. Accordingly, ethical approval for the

pilot evaluation was gained from three sources: the Charles Sturt University Human Research Ethics Committee; the Department of Education and Training, Victoria, via their Research in Victorian Government Schools and/or Early Childhood Settings [RISEC] process; and the Department of Education and Training, New South Wales, via their State Education Research Applications Process [SERAP].

Despite timely submission of the RISEC and SERAP applications to the respective Departments, there were significant delays in response and approval. While the research approaches were ultimately approved without significant change, the delays affected the timing of the NCHP Pilot Evaluation.

Recommendations

Based on experiences of gaining ethical approval from SERAP and RISEC during the two evaluations undertaken by CSU on behalf of NCHP, we suggest that ethical clearance from State Education Departments is sought very early in relation to future evaluations of the NCHP. If possible, we also recommend that approval is sought for an extended period. For example, if it is intended that the Hubs be evaluated annually for three years, ethics approval for three years should be sought.

Further, we recommend that evaluation is conducted early in Term 3, when

Hub programs are underway, but not in their final stages ahead of school holidays.

In summary we recommend that:

- **Future evaluations are conducted in Term 3.**
- **Ethics approval from all relevant bodies is sought early in the year to prevent**

delays in the commencement of the evaluation.

- **If possible, ethics approval is sought for an extended period, related to the projected requirements for evaluation.**

Table 1: Process and Outcome Indicators and Evaluation Tools used to address the evaluation questions

Indicators	Tool
What & how much are we doing?	
<ul style="list-style-type: none"> • # & type of promotion strategies employed (e.g. flyers; newsletters; SMS alerts) • # & type of activities / sessions (e.g. playgroups / drop-ins / network meetings / information events etc) • # attendances • # of referrals out 	CHL maintained records
Process Indicators - How well are we doing it?	
<ul style="list-style-type: none"> • # & % of participants within the target group • # of participants who attend regularly (e.g. 75% [3/4] times) • # of referrals in from Community Services • Independent assessment of quality of activities / programs (external valuator) • Family / Teachers / Community Services ratings of satisfaction with programs / activities including relevance and usefulness for: <ul style="list-style-type: none"> ○ learning English ○ supporting parenting ○ increasing knowledge of / access to community services ○ increasing social participation ○ supporting family functioning ○ and/or improving family circumstances and/or wellbeing? • Awareness of Hubs amongst school families • Volunteer participation 	<p>CHL maintained records</p> <p>Observational case study</p> <p>Family survey / Focus groups / Interviews</p> <p>Community Services' survey / Focus groups / Interviews</p> <p>Teacher survey / Focus group / Interviews</p> <p>School Family Survey Volunteer survey</p>
Impact Indicators - Are we making a difference?	
Child	
<ul style="list-style-type: none"> • Family / CHL / teacher ratings / stories of children's: <ul style="list-style-type: none"> ○ spoken English and literacy ○ enjoyment in attending educational settings ○ wellbeing ○ increased participation in ECD activities ○ successful transition to school • Family / CHL / teacher reports that a concern with a child's development was identified and/or they were referred to an appropriate agency • Teacher ratings / stories of children's: <ul style="list-style-type: none"> ○ behaviour, concentration, social skills and attendance • Principal reports / stories of student trouble / detention and suspension • AEDC scores at community level 	<p>Family / CHL / Teacher survey / Focus groups / Interviews</p> <p>Principal interview</p> <p>AEDI scores at community level</p>

Family	
<ul style="list-style-type: none"> • Family / CHL / Teacher ratings / stories of family: <ul style="list-style-type: none"> ○ English language & literacy skills ○ wellbeing ○ confidence in targeted skills ○ connection to the school, wider community and social services ○ knowledge of child development, play & learning ○ parenting ○ engagement with their child ○ relationship with their child ○ social networks ○ knowledge of importance of EC services ○ knowledge of /access to community services ○ knowledge about schooling system ○ feelings of being supported ○ feelings of empowerment ○ qualifications gained ○ employment • Parent Empowerment and Efficacy Measure 	<p>CHL survey / Focus groups / Interviews</p> <p>Family survey / Focus groups / Interviews</p> <p>Teacher survey / Focus groups / Interviews</p> <p>Parent Empowerment and Efficacy Measure</p>
School	
<ul style="list-style-type: none"> • Teacher ratings of: <ul style="list-style-type: none"> ○ awareness of and connections to early years' services ○ school reflection of cultural diversity ○ cultural competence within the school ○ child behaviours ○ collaborative partnerships within school • Family ratings of: <ul style="list-style-type: none"> ○ school reflection of cultural diversity ○ cultural competence within the school ○ collaborative partnerships within school ○ connection to the school 	<p>School survey / Focus groups / Interviews</p> <p>Family survey / Focus groups / Interviews</p>
Community Service	
<ul style="list-style-type: none"> • Community Service ratings / stories of <ul style="list-style-type: none"> ○ understanding of other services in the local area ○ connection, availability and accessibility to migrant families ○ capacity to work effectively with migrant families ○ developing shared visions and/or plans • Family ratings of <ul style="list-style-type: none"> ○ knowledge of local services available ○ access to local services • # referrals in/out 	<p>Family survey / Focus groups / Interviews</p> <p>Community Service survey / Focus groups / Interviews</p> <p>CHL maintained records</p>

Methods Used for Data Collection

What and how much are the Hubs doing?

To determine ‘what and how much the Hubs are doing’, the NCHP Pilot Evaluation drew on the six participating Hub leaders’ quarterly reports for the third quarter of 2015—relating to Term 3.

Each quarter, Hub leaders report on community participation in the activities provided by their Hubs. These figures are used to inform The Refuge of Hope/Scanlon Foundation and to meet DSS statutory reporting requirements.

At the time of the NCHP Pilot Evaluation, Victorian Hubs were trialling a new data collection template designed to meet the requirements of the DSS. The data collected included the number of participants (adults and children) attending activities offered by the Hubs, as defined by DSS categories (see Table 3), and the Hub leaders’ estimation of the number of those participants who are from DSS priority groups¹.

¹ DSS priority groups are:

1. Humanitarian entrants
2. Family stream migrants with low English proficiency
3. Dependants of skilled migrants in rural and regional areas with low English proficiency
4. Selected temporary residents (Prospective Marriage and Provisional Partners visa holders and their dependants)
5. Newly arrived communities which require assistance to develop their capacity to organise, plan and advocate for services to meet their own needs

The NSW Hubs, however, were using an existing template. While similar to the Victorian one—in that it collected the number of participants—it did not collect information on whether they were from the DSS priority groups, the type of activities or the number of referrals. Consequently, there were differences in the information that could be gleaned from Hub leader quarterly reports for this evaluation.

Further, inconsistencies were evident across these reports. For the purpose of the current evaluation, data from the Hub leader reports were collated to give an estimate of the number of attendances at the Hubs. These figures are estimates only. It is understood that the NCHP is currently working to streamline Hub leader reporting and bring greater consistency across Hubs. We endorse greater streamlining.

How well are the Hubs doing? Are they making a difference for migrant children and their families, schools and community services?

A survey, progress reports and case studies were used to collect data on Hub processes and outcomes: That is, ‘how well the Hubs are working’ and ‘whether (or not) are the Hubs making a difference’.

and which are still receiving significant numbers of new arrivals

Survey

Surveys are flexible tools for gathering information from a large number of people relatively quickly and easily. In this evaluation, a survey was conducted that gathered feedback from 175 participants on whether (or not), and in what ways, the Hubs were contributing to the intended outcomes.

Items for the questionnaires were developed from the Program Logics (see Appendices 1–4). The family questionnaire also included two items adapted from The Parent Empowerment and Efficacy Measure (PEEM) (Freiberg, Homel & Branch, 2015).

Separate questionnaires were developed for each of the following participant types:

- families
- Hub volunteers
- community services staff
- school staff
- school principals
- Hub leaders

Questionnaires contained Likert scales and short answer responses. The wording was written and revised in collaboration with the six participating Hub leaders, to ensure accessibility for families. Wording was further customised to account for ways each Hub operated—for example, by referring to the work of the Hub as ‘parent engagement programs’ for a Hub where this was the main type of activity.

Hub leaders were also offered the opportunity to have questionnaires for families translated into key community languages. One Hub requested translation of the family questionnaire into Arabic (see Appendix 7). The Arabic questionnaire was subsequently reviewed and approved by an Arabic-speaking Hub leader.

The survey was conducted in pen and paper, and online formats using SurveyMonkey. Hub Leaders were responsible for gathering responses from families, volunteers, community services and school staff—by circulating hard copies of questionnaires and/or circulating the links to the online version via email. Hub leader and principal questionnaires were circulated by the Research Team.

Families responded to the survey in multiple ways. Some took the hard copy questionnaires away with them to complete, or completed the online version independently. In many cases, however, Hub leaders supported families to complete the questionnaires (either in hard copy or online). This practice has been used successfully in the evaluation of other similar projects (NSW Department of Education & Communities, 2013). The aim in the current evaluation was to ensure the voices of as many families as possible were heard (see Findings 7 for further discussion about the efficacy of the current study).

Most hard copy questionnaires were collected by the Hub leaders. Hub leaders were provided with sealable envelopes in which respondents could place their completed surveys and return to a locked box placed in the Hub. At the conclusion of the survey period, Hub leaders gathered and return the unopened envelopes to the researchers via prepaid Express Post satchels. Hubs were also provided with pre-paid and addressed envelopes for any respondent who preferred to anonymously return their own response directly to the researchers.

Online survey responses were anonymous and could not be tracked by IP address. Responses were collated as part of the SurveyMonkey functionality, and data supplied to researchers by technical staff at Charles Sturt University, who were not involved with the project.

Table 2 summarises the number of responses to the survey for each questionnaire type (paper and online) and participant type (family; volunteer; community service and school staff; principal; Hub leader). Questionnaires are appended (Appendices 5–10 [including the Arabic family questionnaire]).

Progress report case stories

In their quarterly Progress Reports, Hub leaders sometimes contribute ‘stories of change’—or ‘case studies’. Originally, it was anticipated that these ‘stories’ could be collected and analysed to identify stories of the

‘Most Significant Change’ (Davies & Dart, 2005) experienced by families using the Hubs. However, the Hubs progress reports are being revised, and Hub leaders are no longer required to submit stories, hence only one ‘story’ was received from the participating sites.

Nevertheless, the case study process elicited nine stories from the case study sites. These stories provide valuable and moving insights into the very real difference the Hubs are making for families,

Case studies

Case studies provide opportunities for in-depth examination of practices and outcomes within context. In this evaluation, case studies were undertaken in two of the six Hubs participating in the evaluation: Broadmeadows Valley in Victoria and Westmead in NSW. In keeping with the highly collaborative nature of the NCHP Pilot Evaluation, Hub coordinators and Hub leaders were asked to nominate one Hub in each state, to participate in a case study, and to provide a rationale for why they chose those sites. These rationales are given below.

Hume

The Hume coordinator and Hub leaders chose the Broadmeadows Valley Hub to be the Victorian case study site. This Hub has a unique model with additional features such as extended partnerships that provide enriched learning opportunities for the community.

NSW

The NSW coordinator and Hub leaders chose the Westmead Hub to be the NSW case study site because:

- The school in which the Hub was located (and the school's executive) had consistently demonstrated a high level of commitment and investment in the Hub model.
- The Hub provided an example of how soft entry and engagement activities have supported and linked families into intentional learning and social connections. It was also a great example of how educational and community outcomes can be worked on concurrently in the same space, with recognition of how they link to each other.
- The Hub was located in a school with a high number of pupils, therefore likely to provide a statistically more generous number of case study participants and survey responses.

Case Study Approach

Case studies included:

- observations of Hub activities;
- 12 interviews and focus groups with Hub leaders, principals, and a sample of families and/or community service staff and/or school staff; and
- document analysis.

In the Victorian case study, families, volunteers, school staff and community service staff were all interviewed individually. In NSW, one participant

was interviewed, and eight participated in focus groups. These differences in numbers might reflect preferences of each group or the Hub leader, or the way the case study was conducted. In Victoria, for example, there was enough time to complete individual interviews as part of the two-day embedded approach, while in NSW, a focus group of diverse Hub members made better use of the short visits available.

Comment

The purpose of the current evaluation was to pilot the NCHP Evaluation Framework—both its methods and tools *and* to generate data about the Hubs.

Because this was the first time the tools were used and because they only relate to six Hubs, the findings should be treated with some caution. *They are not the findings of the evaluation of the NCHP as a whole.*

For discussion on the efficacy of the methods and tools used in the pilot evaluation, and recommendations for future evaluations, please see Findings 7.

Who Participated in the Pilot Evaluation?

The NCHP Pilot Evaluation was conducted in six Hubs: three in Victoria (Coolaroo, Broadmeadows Valley and Meadows); and three in NSW (Mount Druitt, Westmead and Yagoona).

Feedback on whether the Hubs were making a difference (or otherwise) was gathered from families, volunteers, community service and school staff, principals and Hub leaders. Table 2 outlines the number of responses received from each participant type for each method used.

School staff included teachers, education support workers, administrators, school leadership team members and unspecified others.

In total, feedback was received from 194 people, either through survey ($n=175$) or case study ($n=19$). In addition, Hub leader stories tell the ‘stories’ of ten families.

Comment

Given that the number of individual families attending the Hub is not collected by NCHP, and that the number of community services and school staff are unknown in this evaluation, it is impossible to make judgments on the response rate.

However, we were pleased with the response rate—due largely to the Hub

leaders’ commitment to the evaluation, despite the difficult timing of the survey. We believe that feedback from 194 diverse respondents gives credibility to the findings. Furthermore, consistency in responses across the survey and case studies corroborates the findings.

If this evaluation approach were to be rolled-out in all 39 Hubs, it would result in a significant corpus of data.

One oversight in the survey was not to collect demographic details on the cultural background of families completing the questionnaire. This was initially included but was inadvertently removed as revisions to questionnaires were undertaken.

Recommendation

- **We recommend that if used in future evaluations, an item on the cultural background is added to the family questionnaire.**

Table 2: Respondents/participants in the Pilot Evaluation

	Survey						Case study: Interview/focus group			Total
	Online			Pen & paper			Vic	NSW	Total	
	Vic	NSW	Total	Vic	NSW	Total				
Family	5	40	45	31	11	42	2	5	7	94
Volunteer	0	11	11	12	0	12	(2) ¹	(5) ¹	2	25
School staff	13	10	23	12	0	12 ²	4	0	4	39
Community Service	8	11	19	0	0	0	2	0	2	21
Hub Leader			4			1	1 ³	1 ³	2	7
Principal			5			0	1 ⁴	1 ⁴	2	7
Totals	(26)	(72)	108	(55)	(11)	67	(10)	(9)	19	194

¹ these volunteers were included in 'families' and so are not counted twice.

² one returned directly to researchers.

^{3 & 4} potentially the Hub leaders and principals are the same as those who completed the survey.

However, due to anonymity this is impossible to determine, and so they are counted twice.

Findings 1: What and how much are the Hubs doing?

Attendance and percentage from DSS priority groups

There were 9,954 ‘attendances’ at Hub events/activities across six hubs in Term 3.

The number of participants attending different types of activities provided by the Hubs is summarised in Table 3. Due to different reporting regimes, figures are presented separately for Victorian and NSW Hubs. Where appropriate, these figures are divided into the number of adults and children. For example, in Term 3, in Victorian Hubs, there were 768 (ranging across the three Hubs from 105 to 555) attendances by children, and 395 (range 85 – 224) attendances by adults in playgroups. In the same period in NSW Hubs, there were 902 (112 – 340) attendances by children and 798 (98 – 270) attendances by adults at playgroups.

It is important to note that figures represent the *number of attendances*—not the number of individual people. That is, one adult and child may have attended playgroup each week for nine weeks and so would be represented nine times in the data. It is therefore not possible to determine how many individual families (children and adults) attended the Hubs.

Further, as attendance of individuals is not tracked, it is not possible to

determine whether or not families’ engagement in the Hubs programs is ‘one off’ or sustained.

The Victorian Hubs collected data on the number of participants attending Hub activities who were from the DSS priority groups (due to their trialling a new reporting regime at the time of this evaluation—see p. 17). For example, of the 1,163 attendances at playgroup (768 children and 395 adults), 942 or 80.1% were identified by Hub leaders as coming from the DSS priority groups. These figures are estimates by Hub leaders, based on their knowledge of the families that utilise the Hubs. It is understood that a number of Hubs have enrolment forms which request information about family visa but this information is not currently reported in Quarterly Progress Reports.

Sessions provided

Differences across the Victorian and NSW reporting formats (due to the trialling of the new template) made it impossible to determine the number of sessions/activities provided by each Hub.

Referrals

The numbers of referrals of families to other agencies documented in Victoria was 19, and in NSW 218.

Comments

From the figures it is clear that the Hubs are providing services for a large number of families (adults and children). Each attendance provides an opportunity for Hub leaders to link with families. In the case of Victoria, it is known that many of these services were accessed by families from the DSS priority group.

Differences in reported attendances across Hubs are likely due to a number of reasons. There are, for instance, variations in the size of the schools in which the Hubs are located. This clearly has an impact on the number of potential participants engaging in the Hub activities. In addition, some of the larger numbers reported by Hub leaders are because their Hubs hosted ‘one-off’ community events that attracted a large number of community members. Further, some difference is expected due to variations in foci across the Hubs, which, in line with their place-based philosophy, are responding to local priorities.

Differences between reported attendances could also suggest inconsistencies in the data recorded and reported across the Hubs. This is exemplified in the large differences between Victorian Hubs in reporting the numbers of adults attending children’s language and literacy programs (ranging from 0 – 1,079). Further, the marked discrepancy in the figures related to referrals to other services (some Hub leaders did not report any) is possibly due to

inconsistency in reporting. Indeed, some Hub leaders reported their uncertainty in regards to what data should be recorded.

Capturing individual families’ continued engagement in the Hubs programs/activities would be difficult unless a case management approach were taken that recorded individual family attendance—and this is likely inappropriate and unnecessary for the NCHP model. Further, many of the families attending the Hubs are highly vulnerable and may have concerns about perceived surveillance. Any attempts to gather further data should not be done at the expense of developing trusting relationships with these families.

Recommendations

Notwithstanding the concerns noted above, we recommend that when the current reporting regimes are updated, consideration is made to capturing some further information such as:

- **number of individual families attending the Hubs;**
- **number of families who attend on a regular basis;**
- **Cultural background/nationality/visa background of families;**
- **number of referrals to external services; and**
- **number of programs/services provided by the Hubs.**

We also recommend that reporting guidelines and protocols are made explicit and communicated clearly to Hub leaders.

Table 3: Number of participants attending Hub activities in the third quarter of 2015

Activity		Number of participants			No. and % of participants from DSS target group
		Children	Adults	Total	
Playgroup	Vic	768 (Range: 105 – 555)	395 (Range: 85 – 224)	1,163 (Range: 191 – 779)	942 (80.1%) (Range: 188 – 561)
	NSW	902 (Range: 112 – 340)	798 (Range: 98 – 270)	1,700 (Range: 210 – 950)	
English classes and conversation programs	Vic	109 (Range: 0 – 62)	202 (Range: 0 – 122)	311 (Range: 47 – 184)	277 (89%) (Range: 34 – 173)
	NSW	92 (Range: 12 – 70)	378 (Range: 48 – 330)	470 (Range: 60 – 470)	
Healthy lifestyle program	Vic	560 (Range: 0 – 351)	73 (Range: 0 – 65)	633 (Range: 0 – 359)	549 (87%) (Range: 0 – 303)
	NSW	743 (Range: 40 – 700)	464 (Range: 8 – 360)	1,207 (Range: 136 – 711)	
Parent engagement	Vic	180 (Range: 38 – 83)	509 (Range: 63 – 295)	749 (Range: 182 – 378)	449 (60%) (Range: 32 – 313)
	NSW	273 (Range: 0 – 190)	489 (Range: 105 – 196)	762 (Range: 188 – 295)	
Children's language and literacy programs	Vic	1,079 (Range: 0 – 661)	820 (Range: 0 – 636)	1,899 (Range: 0 – 1,297)	811 (43%) (Range: 0 – 498)
	NSW	0	0	0	
Formal training	Vic		8 (Range: 0 – 5)		0 (0%)
	NSW		13 (Range: 0 – 13)		
Informal training	Vic		22 (Range: 0 – 22)		9 (41%) (Range: 0 – 9)
	NSW		432 (Range: 100 – 200)		
Volunteering in Hubs	Vic		425 (Range: 37 – 345)		197 (46%) (Range: 28 – 139)
	NSW		160 (Range: 0 – 160)		
Outreach services provided in the Hub by mainstream services	Vic		79 (Range: 0 – 79)		59 (75%) (Range: 0 – 59)
	NSW		4		
Referrals	Vic		19 (Range: 0 – 19)		0 (0%)
	NSW		218 (Range: 9 – 218)		

Findings 2: How well are the Hubs being delivered?

To determine how well the Hubs are being delivered, we gathered participant ratings of their satisfaction with the Hub. We also asked families if they would recommend their Hub to others; to what degree they felt they were treated with respect; and, given the intention that Hubs are citizen-centric, to what degree they felt they could influence their Hub. In addition, research team members made observations in the case study sites.

High satisfaction with the Hub

Overall satisfaction (families, volunteers, community service and school staff, principals and Hub leaders) with the Hub was high at 7.87 (range 5.75 – 9.5 $n=162$) on a scale of 1 – 10 where 1 is not satisfied at all and 10 is completely satisfied. As summarised in Table 4, satisfaction was highest amongst volunteers (9.5) and families (9.2) and lowest amongst principals (5.75) and school staff (6.6).

Observations of activities in the case study Hubs support the high levels of satisfaction reported in the survey. As one community service worker noted:

The work the community Hub provides at our school is absolutely outstanding.

Significantly, *all* families strongly agreed (78.5%) or agreed (21.5%) that they were treated with respect when they attended the Hubs. Further, *all*

families either strongly agreed (78.5%) or agreed (21.5%) that they would recommend the Hub to other families. Respondents made special note of the important role of the Hub leader. One family commented, for example:

The lady running the Hub is such an approachable, friendly and helpful person who makes everyone feel welcome. She does a wonderful job which is why our school Hub is so successful.

All but one family also strongly agreed (47.4%) or agreed (48.7%) that they felt they could influence the Hub. Noting the growing confidence of families in their capacity to influence the Hub, one Hub leader wrote:

The families are now inspiring each other and changing their understandings of what is possible. They are cheering each other on, and supporting each other through an informal 'care network', which is amazing. They are starting to come up with their own ideas and plans and execute them.

There were a few suggestions made for improving the Hubs, these were:

- up-skilling volunteers in how to encourage fellow parents to join in and participate in events (family);
- providing more information nights and events, to reach more families especially at the beginning of the school year (community service staff member); and
- introducing employment capacity building programs (Hub leader).

Comment

The consistently high ratings of satisfaction are confirming for the Hubs program. The lower ratings by principals might be explained by differing expectations of the Hubs. That is, there may be a perceived disconnect between the school’s priority—learning—and the Hub priority of parent and community engagement. Going forward, Hub leaders may need to take opportunities

to work more closely with the principal and school to demonstrate how their work is mutually beneficial.

The high levels of agreement amongst families that they are treated with respect, and that they would recommend the Hub to others clearly indicate the Hubs are working respectfully with families. Likewise, the high levels of agreement from families about their capacity to influence their Hub suggests that the Hubs’ citizen-centric approach is empowering families to participate.

I can see that the respect shown to new families in the community assists in their integration and their children's education process.

(volunteer)

Table 4: Results for ‘how well are the Hubs being delivered?’

	Family				Volunteer	School staff	Comm Serv	HL	Principal
Overall satisfaction with the Hub—on a scale of 1 – 10 where 1 is not satisfied at all and 10 is completely satisfied	9.2 (range 5 – 10) n=78				9.5 (range 6 – 10) n=23	6.6 (range: 5 – 10) n=31	8.2 (range 5 – 10) n=18	8 (range 7 – 9) n=8	5.75 (range 5 – 6) n=4
Would recommend Hub/programs to other families	%SA	A%	%D	n=					
When I attend the Hubs/programs I feel I am treated with respect	78.5	21.5	0	79					
Families feel they can influence the work of the Hubs	77.5	22.5	0	80					
	47.4	48.7	3.8	79					

Findings 3: Are the Hubs making a difference for children?

Data suggests that the Hubs are making a difference for children's development and their engagement with early learning and the school.

Slight differences in wording in the questionnaires means findings for families are reported separately from those for volunteers, community service and school staff, principals and Hub leaders. Families were asked to respond to questions in terms of how much they agreed (strongly agree; agree; disagree; or not applicable/don't know). Other respondents (volunteers, community service and school staff, principals and Hub leaders) were asked to respond in terms of 'for how many' children/families the statement was true (most; about half; some; or not applicable/don't know). Here, and throughout the report, results are only given for responses to the question (i.e., not applicable/don't know responses are not reported).

Table 5 provides a summary of the findings. For a full breakdown by each respondent type and number of respondents per item see Appendix 11.

Children's English language and literacy improved

As indicated in Table 5 most families 'strongly agreed' or 'agreed' that as a result of attending the Hubs their child's spoken English (58.2% strongly agreed; 35.8% agreed) had improved

and that they enjoyed looking at and having books read to them (63% strongly agreed; 34.2% agreed). Similarly, high percentages of volunteer, community service and school staff, Hub leaders and principals agreed that for 'most' or 'about half' of the children attending the Hubs, their spoken English (77% most; 13% about half; 10% some) and literacy (74.5%; 13.1% about half; 12.4% some) had improved.

Children's engagement with early learning enhanced

Most families 'strongly agreed' or 'agreed' that as a result of attending the Hubs their child enjoyed attending early childhood services (72.5% strongly agreed; 21.7% agreed; 5.8% disagreed); is familiar and comfortable with the school (75.9% strongly agreed; 21.5% agreed; 2.5% disagreed); and 'feels good' about school (76.6% strongly agreed; 20.8% agreed; 2.6% disagreed). One family respondent noted for example:

The playgroup is awesome for the kids' improvement.

Likewise, high percentages of volunteer, community service, school staff, Hub leaders and principals agreed that 'most' or 'about half' of the children who attended the Hubs enjoyed attending early childhood services (96.2% most; 2.5% about half;

1.3% some); are familiar and comfortable with the school (94.7% most; 3.5% about half; 1.8% some); and have positive attitudes to school (80.9% most; 17.9% about half; 1.2% some).

Further, high percentages of volunteers, community services, school staff, Hub leaders and principals agreed that wellbeing had been enhanced for most (83.4%), or about half (14.6%), the children; and that most (93.8%) or about half (4.9%) had made friends as a result of the Hub. As an example of how services offered by the Hubs, in this case playgroups, have supported children's development, one family respondent wrote:

My anxious three year old has blossomed as a result of the gentle nurturing that the Hub playgroup has provided. His confidence to attend and participate in social activities has improved immensely.

Children's behaviour improved

In addition, nearly all school staff ($n=30$) and two principals agreed that as a result of the Hubs, the behaviour (e.g., attendance, arrival time at school, attitude to school, learning) had improved for 'most' (81.6%) or 'about half' (11.65%) of the children attending the Hub. Exemplifying how the Hubs are valuable for supporting

transition into school, one teacher stated:

Playgroup and school readiness programs have been a positive experience for future students.

Further, a Hub leader commented:

These programs (especially playgroup) help the child's self-confidence and ability to get on with their peers along with building their levels of resilience. We see less children starting kinder and prep with separation issues.

Children referred to appropriate agency

There was also strong agreement from all respondents that children with identified needs have been referred to appropriate support (59.4% families strongly agreed) while (81.2% of volunteer, community service, school staff, Hub leader and principals considered this was true for 'most' of the children).

Families positive about their child/ren's future

In addition, all but one family ($n=79$) either strongly agreed (65.8%) or agreed (32.9%) that they felt good about their child's future.

Comments

From the data it is clear that the Hubs are making a difference for children's development and engagement in their school. At both case study sites, parents commented on the positive benefits of their visibility at school for their children. Seeing parents involved in adult learning, or helping in classroom or other voluntary activities at school seemed to foster children's sense of pride in their parent. The shared experiences and contacts produced from parents' involvement in their child's school often had positive effects on children and parents' relationship at home too.

Parents also commented on the benefits for their children's friendships from participating in Hub activities, in particular, offering the opportunity for friendships with children from different classes and/or grades within the school, as well as between the parents of both sets of children. In this way, both children's and parents' social belonging was improved, along with their access to information about school and community life.

Playgroups offered by Hubs were often commented upon by parents participating in case studies, as well as in questionnaires. As well as reporting immediate social and developmental benefits, parents attributed a smooth transition to school experience in part to their child's playgroup participation.

Thus playgroups are a particularly significant activity within the Hubs. Going forward NCHP may wish to evaluate this aspect of the program more closely.

Table 5: Summary results for ‘are Hubs making a difference for children?’

	Family			Volunteers, community service, school staff, Hub leader, principal		
	%Strongly Agree	%Agree	%Disagree	%Most	%About half	%Some
Children's spoken English has improved	58.2	35.8	6	77	13	10
Children's literacy (e.g., familiarity with books) has improved	63	34.2	2.7	77.5	13.1	12.4
Children enjoy attending early childhood services (e.g., playgroups, occasional care, family day care, long day care, preschool)	72.5	21.7	5.8	96.2	2.5	1.3
Children are familiar and comfortable with the school	75.9	21.7	5.8	94.7	3.5	1.8
Children have a positive attitude to school	75.9	21.5	2.5	80.9	17.9	1.2
Parent feels good about the future for their child	76.6	20.8	2.6			
Children's wellbeing has been enhanced				83.4	14.6	2.4
Children have made friends				93.8	4.9	1.3
Children with identified needs have been referred to appropriate support	%Y 59.4	%N 6.3	%N/A 34.4	81.2	7.7	11.1
Children's behaviour (e.g., attendance, arrival time at school, attitude to school, learning) has improved				Principals and schools staff		
				81.7	11.7	6.6

Findings 4: Are the Hubs making a difference for families?

As shown in Table 6, the data indicate that the Hubs are making a difference for families' English skills; parenting; connection to the school, local community and services; and sense of empowerment. Similar to the previous findings, due to slight variations in wording, the results from family questionnaires are reported separately to those from volunteers, community service and school staff, principals and Hub leaders.

Table 6 provides a summary of the findings. For a full breakdown by each respondent type and number of respondents per item see Appendix 12.

Families' English language and literacy improved

Most families either 'strongly agreed' or 'agreed' that as a result of attending the Hubs their spoken (40.6% strongly agreed; 50% agreed; 9.4% disagreed) and written English language skills (40% strongly agreed; 47.7% agreed; 12.3% disagreed) had improved. Typical of how respondents considered the Hubs supported families is the following comment from a family:

The community Hub program is a great planned program for newly migrated people because they provide lots of services for those people, like improving their language. They started English classes and women's groups they give us lots of useful information. That's why the people feel confident.

Likewise, high percentages of volunteers, community service and school staff, Hub leaders and principals indicated that families' English language and literacy had improved for 'most' (59.8% and 49.3% respectively) or 'about half' (29.3% and 22.8% respectively) of families. In Story Box 1, is an email from the husband of a Hub member. It illustrates the very real difference that participating in the Hub can make for the confidence of families, for whom English is a second language.

I am writing this email to say a big thank you for bringing about a change in [my wife]. She had a very limited command of the English language and always felt embarrassed to be part of a group speaking English, and to avoid all situations where she would have to speak English. I've often seen her very depressed and we contemplated returning to [our home country]. But [in the past three months] she has been regularly visiting [the Hub] and working on designated tasks by you and your team. I have seen her transform from a very low confidence housewife to becoming an independent woman who is not uncomfortable about herself, and she is more happy at home and with friends. What I couldn't do in six years you have done in just a few months. It means a lot to me.

Story Box 1

Families' parenting skills improved

Most families either 'strongly agreed' or 'agreed' that as a result of attending the Hub they felt confident and supported in their parenting (59.3% strongly agreed; 37% agreed; 3.7% disagreed), and in their ability to provide activities that will help their children learn and grow (65.8% strongly agreed; 32.9% agreed; 1.3% disagreed).

Similarly, high percentages of volunteers, community service and school staff, Hub leaders and principals indicated that 'most' or 'about half' the families attending the Hub felt confident and supported in their parenting (81% most; 17% about half; 2% some), and engaged in positive nurturing interactions with their children (75.3% most; 20.1% about half; 4.6% some). Illustrating how the Hubs support parenting and contribute to them feeling involved and connected to the school, a community service staff member wrote:

For sure the Hub is helping the parents to feel involved at the school and learn a lot about parenting, healthy ideas, get involved in playgroup, feeling welcome at school, learning English. They are more confident to talk about themselves and their culture. They connect to the school easily through the Hub organiser and the activities ran at the Hub.

Families' connection to the school, local community and community services improved

Most families 'strongly agreed' or 'agreed' that as a result of attending the Hub they knew more about (62.7% strongly agreed; 34.7% agreed; 2.4% disagreed), and felt more connected to their school (69.1% strongly agreed;

29.6% agreed; 1.2% disagreed), and local community (65.1% strongly agreed; 31.3% agreed; 3.6% disagreed), and that they knew more about (53.7% strongly agreed; 43.9% agreed; 2.4% disagreed) and could find services when they needed to (52.5% strongly agreed; 45% agreed; 2.5% disagreed).

Likewise, high percentages of volunteers, community service and school staff, Hub leaders and principals indicated that as a result of attending the Hub ‘most’ or ‘about half’ the families knew more about (81% most; 11.5% about half; 7.5% some) and were more connected to (73.4% most; 22.1% about half; 4.5% some) the school and local community (89.1% most; 8.4% about half; 2.5% some), and could find services when they needed to (81.1% most; 11.7% about half; 7.2% some). As a result of the Hub assisting families to be more connected, a volunteer noted that families were now more likely to become involved in and contribute to the school activities:

Families are involved more with the school and they tend to help when asked by teachers

Families develop friendships and are empowered

Families mostly ‘strongly agreed’ (73.8%) or ‘agreed’ (23.8%) that as a result of attending the Hub they had developed friendships: A finding

supported by volunteers, community services and school staff, Hub leaders and principals (87.5% most; 8.7% about half; 3.8% some).

Further, most families ‘strongly agreed’ (56.8%) or ‘agreed’ (39.5%) that they were able to make the community a better place for their children—a strong indicator of family empowerment.

Exemplifying the empowerment that has happened for some families, a community service staff member wrote:

Families involved in the Hub have thrived. Some have blossomed into leadership roles at the school, others have transitioned into paid employment. Many have become more confident and more engaged with the school and wider community.

Table 6: Summary results for ‘are Hubs making a difference for families?’

	Family			Volunteers, community service, school staff, Hub leader, principal		
	%Strongly Agree	%Agree	%Disagree	%Most	%About half	%Some
Families’ English language skills have improved	40.6	50	9.4	59.8	29.3	10.9
Families’ English literacy skills have improved	40	47.7	12.3	49.3	22.8	27.9
Families feel confident and supported in their parenting	59.3	37	3.7	81	17	2
Families feel confident in providing activities that will help their children learn and grow / engage in positive and nurturing interactions with their children	65.8	32.9	1.3	75.3	20.1	4.6
Families’ know more about the school	62.7	34.7	2.7	81	11.5	7.5
Families feel more connected with the school	69.1	29.6	1.2	73.4	22.1	4.5
Families feel more connected with their local community	65.1	31.3	3.6	89.1	8.4	2.5
Families know more about local services	53.7	43.9	2.4			
Families can find services when they need to	52.5	45	2.5	81.1	11.7	7.2
Families have developed friendships	73.8	23.8	2.4	87.5	8.7	3.8
Feel able to make the community a better place for their child	56.8	39.5	3.7			
Families have obtained vocational skills				60.1	28.6	11.3

Families gained vocational skills

For some families, the Hubs have also provided vocational training. Twenty-five (of 73) families indicated that they had received skills training in their Hub. Likewise, high percentages of volunteer, community services, school staff, Hub leader and principal considered that ‘most’ (60.1%) or ‘about half’ (28.6%) of families had gained vocational skills. Skills training identified included English classes, first aid, computer skills and budgeting.

Of those families who attended training ($n=25$), 13 indicated that they had received formal certificates (Certificate III; First Aid; Statement of Attainment). Whilst no family respondents indicated that they had obtained employment as a result of their training, this could be because those that had received employment no longer attended the Hub and so did not respond to the survey. Indeed, a community service staff member noted that:

Hubs offer opportunities for parents to be involved and

up-skill. Many of the parents the Hub leader has worked with have found employment or improved their confidence in seeking employment.

Highlighting the value of the volunteer program within Hubs, a community service staff member noted:

Relationships built here can make a huge difference to families' wellbeing outcomes. The recruitment and support of volunteers at the Hub has been outstanding and is to be commended.

Volunteers gained vocational skills

Perhaps those who gained the most in terms of vocational training, were the volunteers who work in the Hub. Volunteers engaged in a range of activities such as: planning activities; assisting in playgroup; administrative activities; promoting the Hub; assisting with cooking (etc). Two volunteers were on student placement as part of their university degree requirements and took a significant role in managing the Hub and maintaining stakeholder engagement in the absence of the Hub leader, as well as supporting the NCHP Pilot Evaluation.

As shown in Table 7, in addition to increased feelings of connectedness with, and contribution to, the school and community, all volunteers either 'strongly agreed' or 'agreed' that they had learnt new skills (70% strongly agreed; 30% agreed) and felt better prepared for finding paid work (77% strongly agree; 23% agree). A family respondent commented on their experience volunteering in the Hub:

I have thoroughly enjoyed my time working in the Hub as a volunteer. I have learnt many things which I believe I may have not learnt elsewhere.

	%SA	A%	%D	n=
I feel more a part of the school	78.3	17.4	4.3	23
I feel more a part of the community	76.2	23.8	0	21
I feel that I have contributed to the Hub	87	13	0	23
I feel that I have contributed to the community	69.6	30.4	0	23
I have learned new skills	77.3	22.7	0	23
I feel prepared for finding paid work	77	23	0	22
Skills training	n=10			
Got qualification	n=11			
Got a job	n=3			

Table 7: Results for 'are Hubs making a difference for volunteers?'

Ten of 23 volunteer respondents indicated that they had engaged in formal skills training at their Hub; 11 indicated that they had received formal qualifications (e.g., first aid; Cert III

Education Support; childcare); and 3 stated that they had gained employment as a result of their volunteering in the Hub. One volunteer explained how she/he had gained formal qualifications from first volunteering in the Hub and then undertaking formal training:

First term of the school Hub I volunteer to take a role as Playgroup, women's group and all the activity in Hub by myself, and was very happy to do my training as volunteer and also got Childcare Certificate thanks.

Likewise, Story Box 2 illustrates how, through developing skills in the Hub, a volunteer gained a voluntary position in an organisation closely aligned to her former profession.

Comments

Families in both case study sites commented on ways their participation in the Hub was making a significant difference to themselves and their families. Families were unequivocal in their praise for Hub leaders and other staff, and very grateful for the opportunities their Hub afforded.

I was totally clueless about my career prospects in this country. I was on a 457 visa and my resume was incomplete. Then I joined the Hub programs and took up volunteer work. I met new people and learned new things. Recently, I got an opportunity to work as a volunteer in a bigger organisation, in line with the medical field, my original profession. Although I am not working in my profession, I am content and more confident. In five years, I would love to see myself in an alternative medical practice.

Story Box 2

Findings 5: Are the Hubs making a difference for schools?

The Hub and its leader are valuable assets to our school. Parents choose our school because of the involvement that parents and children receive.

(Principal)

As shown in Tables 8, 9 and 10, the data indicates that the Hubs are making a difference for schools in terms of their increased cultural competence; responsiveness to families; and connectedness to local services.

As slightly different questions were asked of each participant group, the results have been reported separately. For a full breakdown of responses see Appendix 13.

Schools' cultural competence increased

The Hubs are making a difference to the cultural competency within school. All families, volunteers, community service staff, Hub leaders and principals either 'strongly agreed' (74.8%) or 'agreed' (24.2%) that as a result of the Hub, their school respects the cultural diversity of the community (Table 8). Of 159 respondents to this question, only one school staff member disagreed (see Appendix 14).

Similarly, all volunteers, community service staff, Hub leaders and principals either 'strongly agreed' (58.6%) or 'agreed' (40.8%) that as a result of the Hub their school is more culturally inclusive. Of 77 respondents to this question, only one school staff member strongly disagreed (see Appendix 14). As an example of the differences the Hubs have made to the cultural competence within schools, a family respondent wrote:

The community Hub has made a big difference in our school. I have not only seen benefits from the programs provided but have noticed a lot of friendships of many cultures unite.

	Family, volunteers, community service, school staff, Hub leader, principal		
	%Strongly Agree	%Agree	%Disagree
The school respects the cultural diversity of the school community.	74.8	24.2	0.9
	Volunteers, community service, school staff, Hub Leader, Principal		
The school is more culturally inclusive	58.6	40.8	0.6 (strongly disagree)

Table 8: Results for schools' cultural competence

School responsiveness to migrant families increased

As a result of the Hubs the schools are more responsive to migrant families. Principals and school staff all either 'strongly agreed' (79.1%) or 'agreed' (20.9%) that the Hub had enhanced their capacity to have collaborative partnerships with families.

Correspondingly, all volunteers, community service staff, and Hub leaders either 'strongly agreed' (58.3%) or 'agreed' (41.6%) that as a result of the Hub, the schools' capacity to respond to families' needs and aspirations had been increased. A Hub leader noted, for example, that as a result of the Hub there was:

Increased awareness, more conversations, less assumptions, more information shared with families.

Further, most volunteers, community service and school staff, Hub leaders and principals either 'strongly agreed' (75.1%) or 'agreed' (23.7%) that the Hubs had enhanced collaborative partnerships between the school and families. A community service staff member commented on how the Hubs have broken down barriers between families and the school:

Families often don't want to approach teachers/principal with their issues or concerns (which may or may not be

impacting on their children) but they are happy to engage in soft entry activities, make friends and build trust with the Hub Leader. After the relationship has developed, then parent/carers often disclose their issues. The Hub Leader is in a pivotal role to bridge this gap between the school and its community and works very effectively.

Corresponding to the findings of connectivity between families and schools, all but one family either 'strongly agreed' (65.9%) or 'agreed' (32.9%) that they felt listened to in the school and able to contribute to the school (67.1% SA; 31.6% A). Families also reported feeling comfortable learning within the school (72.7% SA; 25% A).

According to some respondents, the Hubs have brought significant cultural change to some schools and encouraged greater community connection. A community service respondent noted for example:

It's great to see all these activities at the Hub, seeing the Principal involved in everything, encouraging and supporting everyone.

	Principal & school staff		
	%Strongly Agree	% Agree	%Disagree
Principal's / school staffs' capacity to have collaborative partnerships with families has been enhanced.	79.1	20.9	0
	Volunteers, community services, Hub leaders		
The school's capacity to respond to families' needs and aspirations has been increased	58.4	41.6	0
	Volunteers, community services, principal & school staff, Hub leaders		
Collaborative partnerships between the school and families have been enhanced	75.1	23.7	1.2
	Families		
Families feel listened to in the school	65.9	32.9	1.2
Families feel comfortable learning at their children's school	72.7	25	2.3
Families feel able to contribute to their school	67.1	31.6	1.3

Table 9: Results for school responsiveness to migrant families

Schools' connectedness to other services enhanced

The Hubs have also increased the schools' connectedness to other services (see Table 10). Principals and school staff all either 'strongly agreed' (32.8%) or 'agreed' (67.2%) that their awareness of, and connections to, early years and other community services has increased as a result of the Hubs.

Likewise, most volunteers, community service and school staff, Hub leader and principals either 'strongly agreed' or 'agreed' that as a result of the Hub their or their school's awareness of (48.4% strongly agreed; 51.6% agreed), and connections to (63.9% strongly agreed; 36.1% agreed), early years and other community services (e.g., child and maternal health clinic, preschools) has increased. As a

community service staff member respondent commented:

Schools can be quite insular so the Hub keeps an outward connection to the community.

Further, most community service staff and principals either 'strongly agreed' (55.1%) or 'agreed' (43.9%) that as a result of the Hub the school and local community services are working collaboratively to develop shared visions and/or plans to work with migrant families. One community service staff member noted that:

The Hub has become a central place for referral and support and is an asset to any school.

In addition, one principal ‘agreed’ and another ‘disagreed’ that as a result of the Hub student trouble / detention in the school has decreased.

Comments

Hubs are making a positive contribution to schools’ capacity for responding to the needs of migrant

children and families. Principals and other school staff who participated in the evaluation also showed great respect and appreciation for the work of the Hubs. In particular, for opening new conversations about families and ways of better responding to and connecting with migrant communities.

	Principal and school staff		
	%Strongly Agree	% Agree	%Disagree
Principals’/school staffs’ awareness of and connections to early years and other community services has increased	32.8	67.2	0
	Volunteers, community services, principal & school staff, Hub leaders		
The school’s awareness of, other community services has increased	48.4	51.6	0
	Community Services, principal & school staff		
The school and local community services are more connected with one another	63.9	36.1	0
The school and local community services are working collaboratively to develop shared visions and/or plans to work with migrant families	55.1	43.9	1

Table 10: Results for school’s connection with other services

Findings 6: Are the Hubs making a difference for community services?

The data indicates that the Hubs are making a positive difference for community services. Hubs are working to increase the connectedness between community services and support community services' capacity to be accessible and responsive to migrant families (see Table 11).

Similar to findings related to schools, slightly different questions related to community services were asked of each participant group. Consequently, the results are reported separately. For a full breakdown of responses see Appendix 15.

Connectedness between services enhanced

All volunteers, community services and Hub leaders either 'strongly agreed' or 'agreed' that, as a result of the work of the Hubs, the local community services know about each other (37.3% strongly agree; 62.3% agree), are more connected with each other (46.3% strongly agree; 53.7% agree), and work collaboratively, including developing shared visions and plans (44.3% strongly agree; 55.8% agree), to work more effectively with migrant families. A Hub leader noted how the Hubs contribute to bringing families, schools and services together:

The Hub enables connection between all services available. It's a great way to create a whole school ethos to build community. It keeps the teachers, parents and children connected—the power of 3.

Community services' capacity to work effectively with migrant families increased

Further, all volunteers, community services and school staff, principals, and Hub leaders either 'strongly agreed' or 'agreed' that, as a result of the work of the Hubs, local services are more connected with, available and accessible to migrant families (53.5% strongly agreed; 46.5% agreed) and that their capacity to work effectively with migrant families has increased (55.4% strongly agreed; 44.6% agreed). A community service staff member commented on how the Hubs are a 'soft entry point for families:

The Hub provides an entree for community services into the local school. Without the Hub Leader it is extremely difficult to navigate school personnel to get access to the school community.

Comment

In this part of the evaluation, there was less strong agreement on the degree to which the Hubs are making a

difference to community services’ capacity for responding early and effectively to migrant child and family needs. This may be because Hubs are reinforcing existing connections rather than creating new ones. At the same time, it is important to note the stronger connections reported by community services with the school itself. These connections may facilitate greater opportunities in the future, as schools and community services build ongoing relationships.

Table 11: Results for ‘are Hubs making a difference for community services?’

	Volunteers, community services, & Hub leaders		
	%Strongly Agree	%Agree	%Disagree
Local community services know about each other	37.7	62.3	0
Local community services are more connected with each other	46.3	53.7	0
Local community services are working collaboratively to develop shared visions and/or plans to work with migrant families	44.2	55.8	0
	Volunteers, community services, principal & school staff, Hub leaders		
Local community services are connected with, available and accessible to migrant families	53.5	46.5	0
Local community services’ capacity to work effectively with migrant families has increased	55.4	44.6	0

Findings 7: Was the Framework efficacious?

This section provides information on whether the Evaluation Framework worked—was it doable, reliable and efficacious? Was adequate data collected? Was this useful data?

As well as being one of the purposes of the pilot, it is important to consider these questions in terms of the time and effort required of Hub leaders, and other personnel involved in evaluating the NCHP. Accordingly, this section begins with Hub leaders' experiences of participating in the pilot evaluation, before considering other questions of the efficacy of the evaluation framework.

How doable was the evaluation framework?

Hub leaders' experiences

Hub Leaders and other regular Hub staff played an important role in ensuring the voices of families and other Hub participants were heard.

Hub leaders were asked to approach families, volunteers and community services to participate in the survey, or in interviews or focus groups for the case studies. Hub leaders and regular Hub staff then worked closely with families in particular, to assist them to complete surveys. At the same time as wishing to encourage Hub members to take part in the evaluation, Hub leaders were also conscious of their ethical responsibilities in relation to collecting

data from families. One Hub leader noted, for example:

I was also conscious of giving people the space to answer independently without feeling like they had to please me, if I was to hover around.

Hub leaders also actively encouraged school staff to participate in the evaluation, however their capacity to do so was sometimes constrained. In one Hub for example, the Hub leader encouraged the school staff to use the online facility. However, there were then difficulties involving the principal allowing staff to comment, as there was an assumption (by the principal) that staff would not know enough to make comments—this was not the case.

At another Hub, the leader noted that:

Some of the teachers felt like that didn't have the knowledge to answer the questions specifically, but they had broad opinions that they wanted to share.

Participation then, placed additional responsibilities and time pressure on Hub leaders. Hub leaders reported they found it difficult to complete the evaluation tasks in their regular working hours (3 days a week),

especially if additional staff were unexpectedly absent. As one Hub leader commented:

Lots of parents took surveys home and didn't bring them back. I realised that I really needed to dedicate the time personally for the collection and with the range of demands I have, I hadn't planned to be available to do this.

At the same time, Hub leaders appreciated the opportunity to take the time to focus on the work of their Hub. Two Hub leaders noted that the evaluation generated new conversations. In one case, the evaluation led to school staff raising with the Hub leader their frustrations about school leadership not following through on promises regarding support for Hub activities. In another case, the Hub leader commented that: *Being part of the case study offered a reflective process for us. Everyone involved applied some critical thinking to our work, and many conversations and actions were generated as a result. It provided a 'pause and look', and acted to validate and re-energise the*

work of the community learning Hub.

Collaborative approach to evaluation

In order to cause as little disruption to Hub activities as possible, the evaluation was conducted in close collaboration with Hub leaders. Researchers supported the Hub leaders for example, by providing basic framing points that could be used when inviting participation verbally or by email.

A collaborative approach to the evaluation was particularly important for Hubs participating as one of the case study sites. One Hub leader commented on the researcher's ability to: *"inquire with sincerity and care"*, and to *"seamlessly blend in to Hub activities"*. This had:

Made participation enjoyable, and had facilitated critical reflection and validation of the Hub's activities.

How efficacious was the evaluation framework?

The multi-layered approach to the evaluation generated a substantial body of quantitative and qualitative evidence of what/how much the six NCHP Hub sites are doing, how well they are doing it, and how they are making a difference to the target groups.

There were no obvious problems with the data collection tools—due in part

possibly, to the collaborative nature of their production. The implementation of the tools did reveal the apparent preferences of some participant groups for particular distribution methods.

In relation to the survey for example, offering both online and hard copy ways of accessing surveys seemed a valuable way of accessing maximum numbers of perspectives. Differences in response rates (see Table 2) suggest that the online survey format works especially well with Hub leaders, school and community service staff, while hard copy or online work equally well with families and volunteers. Participants were also offered the opportunity to return completed questionnaires anonymously directly to researchers. Only one participant – a school staff member - used this method of returning a completed questionnaire.

Response rates, and preferences for methods of completing and returning questionnaires may reflect the physical proximity of volunteers and families to the Hub (allowing them to easily return hard copy versions of the survey to the Hub leader), or, a greater concern with anonymity amongst school and community service staff.

As reported earlier, Hub leaders were offered the opportunity to have family questionnaires translated into community languages. Only one Hub leader requested the translation of the family survey (to Arabic), and one response was gained to the Arabic survey. Despite enthusiasm about the opportunity for translation into

community languages, there may not be great benefits to response rates of translating the questionnaire.

Hub leaders also noted that despite collaborative efforts to make the language of the surveys accessible to families with languages other than English, the unfamiliarity of the survey format itself, and its language and scaling tools, might still have been a barrier to participation.

Comments

Feedback on experiences of participating in the pilot evaluation suggest that Hub leaders play an important role in gathering adequate amounts of data, and quality of data, across a Hub's member types.

The evaluation framework also appeared useful to those taking part in the process, as well as to end users of the data generated. In particular, facilitating greater conversation opportunities between school staff and Hub, and offering a reflective focus were benefits of undertaking the evaluation.

Recommendations

Based on Hub leaders' accounts of their experiences of participating, on the amount of data generated, and our own observations of the process of the Pilot Evaluation, the NCHP Outcomes Evaluation Framework provides a doable, reliable and useful means of evaluating the NCHP. At the same time, there are ways the evaluation framework, and processes of its implementation might be improved:

- **Standardisation of reporting templates used by Hubs would make data collection more straightforward and efficient for those undertaking data analysis.**
 - **The stories of change gathered by Hub leaders and often offered by families (through emails, letters or verbally) have been particularly powerful in illustrating the impact of the Hubs. It would be useful to offer Hub leaders the opportunity (but not make it a requirement) to submit these stories – either those they write themselves or those they gather. Stories of change provides a rich source of data concerning the difference the Hubs are making for children, families, community services and schools. Further, if an evaluation of the whole program is to occur using case study sites, we recommend that such stories**
- are elicited through this process.**
 - **To enable greater participation from families in future evaluations, additional time or staff (such as parent volunteers) could be allocated to facilitate group survey-completion sessions in community languages, or in English.**
 - **If case studies are to be undertaken in future evaluations, Hubs may prefer the researcher to visit the site ahead of the case study period, in order to build the comfort of family and other Hub participants with the researcher’s presence, and the evaluation project.**

We conclude these findings with ‘Sheheda’s’ story about what being a Hub member has meant for her life and her plans for the future.

Story Box 3

The Hub is very multicultural. A lot of immigrants come here with a set of overseas skills and want to give back to the community. They find a support group. There is a great scope of networks in this area. I find it the Hub very casual and friendly. It has an open door environment. Parents establish a relationship with the school through the community Hub. They receive health and social awareness and enhance the social networks through the Hubs programs. In my opinion, the Hub is a huge influence in families’ lives. It is holistic. I met wonderful people through the Hub. The community Hub helped me build new relationships and a new social network. I feel like it’s going back to my roots. It is a great way to be re-connected with my paternal culture. In five years I look forward to finishing my degree, going back to my nursing career and paying off my mortgage.

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Appendices

Appendix 1: NCHP Outcomes Evaluation Logic: Child Outcomes

Outcome – What do we want to achieve? Migrant children enjoy and succeed in school and achieve optimal health, development and wellbeing		
Objective – What we are targeting? To increase the participation of migrant children in a range of early childhood development activities including kindergarten To increase the language and literacy skills of migrant children upon entering school To increase the prompt identification and response to migrant children’s needs and issues		
Strategy - How are we doing it? Using citizen-centric, place-based approaches		
Activity - What & how much are we doing?	Process Indicators - How well are we doing it?	Impact Indicators - Are we making a difference?
Facilitating / providing: <ul style="list-style-type: none"> • Playgroups (e.g. toddler reading group / play and learn / play and sing bilingual storytime) • External, child development focused programs (e.g. Let's Read / the iPad in Early Years Program / visiting storytellers / Sing and Grow) • Excursions (e.g. library visits). • Transition to school / school readiness programs / social skills development programs • Visits from allied health professionals (e.g. maternal and child health nurse, social worker, nutritionist, speech and language therapist, play therapist) including facilitating assessments of children's sight and hearing 	Do activities / programs attract the target group? Are activities / programs of high quality (e.g. are resources and spaces adequate; are there a number of learning (including literacy) opportunities)? To what degree are families / community services satisfied with the quality of activities / programs / Hub leader? Do families / community services find activities / programs relevant and useful for children's learning and/or improving personal circumstances? Do other services refer to the program? Do assessments lead to children’s needs being identified and referred?	% of families / CHL/ teachers who report (as a result of families participating in the NCHP): <ul style="list-style-type: none"> • improvements in children's spoken English • improvements in children’s literacy (e.g. familiarity with books) • an increase in children’s participation in ECD activities • children enjoy attending education settings • a concern with a child’s development was identified and/or they were referred to an appropriate agency • enhancement in child’s wellbeing % of school staff who report (as a result of families participating in the NCHP): <ul style="list-style-type: none"> • improvements in children’s behaviour (e.g. attendance, arrival time at school / attitudes to school and learning) % of schools that report (as a result of families participating in the NCHP): <ul style="list-style-type: none"> • a decrease in student trouble / detention or suspension % of improvement in community AEDC scores
Data / Tool CHL Maintained records	Data / Tool CHL Maintained records	Data / Tool CHL / Family / Teacher / Volunteer Survey / Focus groups / Interview

<ul style="list-style-type: none"> • # sessions • # attendances • # of referrals out 	<ul style="list-style-type: none"> • # & % of participants within the target group • # of participants who attend regularly (e.g. 75% of time) • # of referrals in <p>Observational Case study</p> <ul style="list-style-type: none"> • Independent assessment of quality of activities / programs <p>Family Survey / Focus groups / Interview</p> <ul style="list-style-type: none"> • Family ratings of satisfaction with programs / activities <p>Community Services Survey / Focus groups / Interview</p> <ul style="list-style-type: none"> • Community service ratings of satisfaction with programs / activities 	<ul style="list-style-type: none"> • CHL ratings / stories of children's: <ul style="list-style-type: none"> ○ spoken English and literacy ○ enjoyment in attending educational settings ○ wellbeing • CHL reports of child's increased participation in ECD activities • CHL reports that a concern with a child's development was identified and/or they were referred to an appropriate agency <p>Family Survey / Focus groups / Interview</p> <ul style="list-style-type: none"> • Family ratings / stories of their children's: <ul style="list-style-type: none"> ○ spoken English and literacy ○ enjoyment in attending educational settings ○ wellbeing • Family reports of child's increased participation in ECD activities • Family reports that a concern with a child's development was identified and/or they were referred to an appropriate agency <p>Teacher Survey / Focus groups / Interview</p> <ul style="list-style-type: none"> • Teacher ratings / stories of children's: <ul style="list-style-type: none"> ○ spoken English and literacy ○ enjoyment in attending educational settings ○ wellbeing ○ behaviour, concentration, social skills and attendance • Teacher reports that a concern with a child's development was identified and/or they were referred to an appropriate agency <p>School Survey / Focus groups / Interview</p> <ul style="list-style-type: none"> • School reports / stories of student trouble / detention and suspension <p>AEDC</p> <ul style="list-style-type: none"> • AEDC scores at community level
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Appendix 2: NCHP Outcomes Evaluation Logic: Family Outcomes

<p>Outcome – What do we want to achieve? Migrant families function well, have the capacity, confidence and skills to nurture child learning and are connected, active participants in the community and workforce</p>		
<p>Objective – What are we targeting?</p> <ul style="list-style-type: none"> To increase the participation of migrant parents in English language, literacy learning, parenting and community activities To increase the English language and vocational skills of migrant families for workforce participation To increase migrant family knowledge of and access to available services and assistance To increase social networks for migrant families leading to strong social cohesion and involvement in decision making processes To increase migrant family engagement and skills in nurturing child learning and development 		
<p>Strategy - How are we doing it? Using citizen-centric, place-based approaches</p>		
<p>Activity - What & how much are we doing?</p>	<p>Process Indicators - How well are we doing it?</p>	<p>Impact Indicators - Are we making a difference?</p>
<p>Facilitating / providing:</p> <ul style="list-style-type: none"> Promotion of the Hub in the community English language and conversation programs. Wellbeing / Healthy Lifestyle opportunities (e.g. workshops / classes / groups on: first aid; women's health; dental care; healthy eating habits, school lunches; shopping and cooking; meditation and yoga; Pilates; Zumba; dance) Skills / training courses (e.g. financial management; sewing and/or knitting class) Formal education or prevocational programs (e.g. barista; beauty; business course; employment skills; computer) Social opportunities (e.g. social outings; community gardens; walking groups) Parenting programs aimed at developing parenting capacity for supporting children's development (e.g. Positive Parenting; sleep education) Family support groups (e.g. for parents with children with autism) Informal family engagement (e.g. drop-ins; informal chats) 	<p>Do activities / programs attract the target group?</p> <p>To what degree are families / stakeholders satisfied with quality of activities / programs / Hub leader?</p> <p>Do families/stakeholders find the activities/programs relevant and useful for: learning English / supporting parenting / increasing knowledge about available services and assistance / increasing social participation / supporting family functioning and/or improving family circumstances and/or wellbeing?</p> <p>Do other services refer to the program?</p> <p>Are activities / programs of high quality (e.g. is information about services shared, displayed, and current; are activities informed by evidence and community consultation; are they relevant and appropriate for the target group)?</p>	<p>% of families who report (as a result of families participating in the NCHP) increased / enhanced:</p> <ul style="list-style-type: none"> English language and literacy skills. feelings of wellbeing confidence in targeted skills (e.g. financial management) knowledge about available services and assistance knowledge about schooling system sense of connection to the school, wider community and other social services. knowledge of child development, play and learning parenting skills engagement with their child relationship with child social networks feelings of support, participation and empowerment

<p>in playground; participating in enrolment sessions, coffee and chat sessions)</p> <ul style="list-style-type: none"> Recruitment, training, overseeing of community volunteers (e.g. to support playgroup / ambassadors who support school events, cultural events and programs and communicate school business to other families) 	<p>To what degree are families involved in Hub planning?</p>	<p>% of participants who as a result of participating in the NCHP</p> <ul style="list-style-type: none"> complete and gain a certificate or diploma (e.g. in written and spoken English) gain employment after attending courses
<p>Data / Tool CHL Maintained records</p> <ul style="list-style-type: none"> # & type of promotion strategies employed (e.g. flyers; newsletters; SMS alerts) # sessions # attendances # of referrals out 	<p>Data / Tool CHL Maintained records</p> <ul style="list-style-type: none"> # & % of participants within the target group # of participants who attend regularly (e.g. 75%) # of referrals in <p>Observational Case study</p> <ul style="list-style-type: none"> Independent assessment of quality of activities / programs (including degree of social interaction amongst families) <p>Family Survey / Focus groups / Interview</p> <ul style="list-style-type: none"> Family ratings of satisfaction with programs / activities including relevance and usefulness or programs / activities for: <ul style="list-style-type: none"> learning English supporting parenting increasing knowledge of /access to community services increasing social participation supporting family functioning improving family circumstances functioning and/or improving family circumstances and/or wellbeing? Family ratings of involvement in Hub planning <p>Community Services Survey / Focus groups / Interview</p> <ul style="list-style-type: none"> Community service ratings of satisfaction with programs / activities 	<p>Data / Tool CHL Survey / Focus groups / Interview</p> <ul style="list-style-type: none"> CHL ratings / stories of families' English language & literacy skills <p>Family Survey / Focus groups / Interview</p> <ul style="list-style-type: none"> Family ratings / stories of their: <ul style="list-style-type: none"> English language & literacy skills wellbeing confidence in targeted skills connection to the school, wider community and social services knowledge of child development, play and learning parenting engagement with their child relationship with their child knowledge of importance of EC services knowledge of /access to services knowledge about schooling system feelings of being supported social networks feelings of empowerment Family reports of qualifications gained Family reports of employment Parent Empowerment & Efficacy Measure

Appendix 3: NCHP Outcomes Evaluation Logic: School Outcomes

<p>Outcome – What we want to achieve: Schools respond to the needs of migrant children and families</p>		
<p>Objective – What we are targeting</p> <ul style="list-style-type: none"> To increase the awareness of and connections of schools to early years and community services To increase schools engagement and connections with migrant families to support child learning outcomes To increase school capacity to have collaborative partnerships with families 		
<p>Strategy - How are we doing it? Using citizen-centric, place-based approaches</p>		
<p>Activity - What & how much are we doing?</p>	<p>Process Indicators - How well are we doing it?</p>	<p>Impact Indicators - Are we making a difference?</p>
<p>Facilitating / providing:</p> <ul style="list-style-type: none"> Collaborative relationship building / connections between school staff and relevant local services (e.g. ESL/EAL; school nursing service; inclusion support agencies) through (e.g. forums, networks, training and accessing bilingual support workers) In-school activities (e.g. clubs [e.g. social / fruit / breakfast / homework / learning]; learning walks; multicultural events; language/cultural-specific parent groups [e.g. Vietnamese-speaking parents, Tangata Pasifika]) Family volunteering (e.g. in school lunchtime sport or activity clubs, breakfast clubs; peer mentoring). Information and resources to school (e.g. on Kids Matter, raising children, why play is important) Translations of key school documents into community languages Training for mentors to work in schools with parents, children and school staff (e.g. program targeted to at-risk children in Year 6). 	<p>Do activities / programs attract the target group?</p> <p>To what degree are families / stakeholders (including volunteers) satisfied with the quality of activities / programs / Hub Leader?</p> <p>Are activities / programs of high quality (e.g. to what degree are cultural programs informed by research and community knowledge)?</p> <p>Do school staff seek and utilise information?</p> <p>Are school families aware of the Hub?</p> <p>Is volunteering sustained and consistent (i.e. do volunteers attend regularly)?</p>	<p>% of school staff who report (as a result of the NCHP):</p> <ul style="list-style-type: none"> increased awareness of and connections to early years and other community services increased capacity to have collaborative partnerships with families their school better reflects cultural diversity improved cultural competence within the school improved collaborative partnerships between the school and families <p>% of families who report (as a result of the NCHP):</p> <ul style="list-style-type: none"> they feel more connected to the school the school responds more appropriately to their needs

<p>Data / Tool CHL Maintained records</p> <ul style="list-style-type: none"> • # sessions • # attendances 	<p>Data / Tool CHL Maintained records</p> <ul style="list-style-type: none"> • # & % of participants within the target group • # of participants who attend regularly (e.g. 75%) • % of volunteers who participate regularly (e.g. 75%) <p>School Family Survey</p> <ul style="list-style-type: none"> • Awareness of Hubs amongst school families <p>Observational Case study</p> <ul style="list-style-type: none"> • Assessment of quality of activities / programs • Utilisation of Hub by school <p>Family Survey / Focus groups / Interview</p> <ul style="list-style-type: none"> • Family ratings of satisfaction with programs / activities <p>Community Services Survey / Focus groups / Interview</p> <ul style="list-style-type: none"> • Community service ratings of satisfaction with programs / activities 	<p>Data / Tool Teacher Survey / Principal Interview</p> <ul style="list-style-type: none"> • Teacher ratings / Principal reports of: <ul style="list-style-type: none"> ○ school staff awareness of and connections to early years' services ○ school reflection of cultural diversity ○ cultural competence within the school ○ child behaviours ○ collaborative partnerships within school <p>Family Survey</p> <ul style="list-style-type: none"> • Family ratings of: <ul style="list-style-type: none"> ○ school reflection of cultural diversity ○ cultural competence within the school ○ collaborative partnerships within school ○ connection to the school ○ how well the school responds to their needs
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Appendix 4: NCHP Outcomes Evaluation Logic: Community Service Outcomes

<p>Outcome – What do we want to achieve? Community services respond early and effectively to migrant child and family needs</p>		
<p>Objective – What are we targeting?</p> <ul style="list-style-type: none"> To increase the community service connection, availability and accessibility to migrant families To increase community service connections with schools and other agencies To increase service coordination and collaboration to meet the needs of families and their children across the community 		
<p>Strategy - How are we doing it? Using citizen-centric, place-based approaches</p>		
<p>Activity - What & how much are we doing?</p>	<p>Process Indicators - How well are we doing it?</p>	<p>Impact Indicators - Are we making a difference?</p>
<p>Facilitating / providing:</p> <ul style="list-style-type: none"> Promotion of the Hub in the community Networks amongst local agencies (e.g. collaborations; interagencies) Information sharing amongst agencies (e.g. legal services, employment support, DV information, specialist services such as speech therapy) Guest speaker information sessions Space and opportunity for community services (e.g. maternal and child health nurse, speech and language, or play therapist) to attend school or playgroup to provide services such as health checks and referrals 	<p>To what degree are stakeholders satisfied with the quality of activities / programs / Hub leader?</p> <p>Do stakeholders find activities / programs relevant and useful for supporting collaboration and connections across agencies?</p> <p>Referrals in and/or attendance within</p>	<p>% of local services who report (as a result of the NCHP):</p> <ul style="list-style-type: none"> increased understanding and knowledge of other local services increased connection with other local services they work together with other services to develop shared visions and/or plans increased connection, availability and accessibility to migrant families increased capacity to work effectively with migrant families <p>% of families who report (as a result of the NCHP):</p> <ul style="list-style-type: none"> increased knowledge about local services increased ease of access to local services <p># of referrals in/out</p>
<p>Data / Tool CHL Maintained records</p> <ul style="list-style-type: none"> # & type of promotion strategies employed (e.g. flyers; newsletters; SMS alerts) # sessions (network meetings / information events) # attending 	<p>Data / Tool Observational Case study</p> <ul style="list-style-type: none"> Assessment of quality of activities / programs <p>Family Survey / Focus groups / Interview</p>	<p>Data / Tool Community Service Survey / Focus group / Interviews</p> <ul style="list-style-type: none"> Community Service ratings /stories of <ul style="list-style-type: none"> understanding of other services in the local area connection, availability and accessibility to migrant families capacity to work effectively with migrant families developing shared visions and/or plans

	<ul style="list-style-type: none"> • Family ratings of satisfaction with programs / activities Community Services Survey / Focus group / Interview • Community service ratings of satisfaction with programs / activities 	<p style="text-align: center;">Family Survey / Focus groups / Interview</p> <ul style="list-style-type: none"> • Family ratings of <ul style="list-style-type: none"> ○ knowledge of local services ○ ease of access to local services <p style="text-align: center;">CHL Maintained records</p> <ul style="list-style-type: none"> • # referrals in/out
--	--	---

Appendix 5: Family Questionnaire



National Community Hubs Program Evaluation Family Survey

Your feedback is important to us. By telling us what you think about the Community Hub programs for involving parents, you will help us to improve the ways these programs work. We are asking you to fill in this survey. It will take approximately 15 minutes. Your answers will be kept confidential and you will not be identified in any of the results. If you have any questions about this survey please contact Sandie Wong swong@csu.edu.au

We appreciate you taking the time to answer these questions. It is your choice whether you do the survey or not. There are no right or wrong answers to the questions. You do not have to answer every question. Returning a survey with your answers means that you agree to participate.

Which Community Hub/programs for parents do you attend? (please tick one)

Broadmeadows Valley Meadows Coolaroo South

Please tell us whether the Hub programs for families are **making a difference** by ticking to show how much you agree with each statement. The scale goes from strongly agree 😊 to strongly disagree ☹️

	Strongly agree 😊	Agree	Disagree	Strongly disagree ☹️	Does not apply to me/ don't know
ABOUT YOU					
As a result of attending the Hub:					
My spoken English has improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My English reading and writing skills have improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know more about local services for families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can find services for my child (or children) when I need to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know more about how schools work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel more connected to my local school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel more confident in providing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

activities that will help my child (or children) learn and grow					
I have developed friendships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel more connected with my local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel more supported in my parenting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel good about the future for my children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel able to make my community a better place for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can influence the work of the Hub/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Have you attended any skills training in your Hub/at programs for parents (e.g. financial training / computer skills)? No Yes

If yes, what type of training? _____

If yes, did you receive a certificate / qualification? If yes, what type? _____

Have you gained employment as a result of attending this training? No Yes

If yes, what type of employment? Casual part time full time

	Strongly agree 😊	Agree	Disagree	Strongly disagree ☹️	Does not apply to me/ don't know
ABOUT YOUR CHILD					
As a result of attending the Hub/programs:					
My child's spoken English has improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child likes to look at books / have books read to them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child enjoys attending an early childhood service (e.g. pre-school / playgroup / long day care / family day care)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child is familiar and comfortable with the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child feels good about going to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When my child or I needed extra help, I was referred to a service or person that could help (please tick one):

Yes No Does not apply to me / don't know

	Strongly agree 😊	Agree	Disagree	Strongly disagree ☹️	Does not apply to me/ don't know
ABOUT YOUR SCHOOL					
As a result of the Hub's activities/programs:					
My local school respects or values my family's culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel listened to at the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel able to contribute to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I attend the Hubs/programs I feel I am treated with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend the Hub/programs to other families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall, how satisfied are you with the quality of services your Hub/program provides? Rate your satisfaction by circling a number from 1 – 10.

Not satisfied at all ☹️ 1 2 3 4 5 6 7 8 9 10 Completely satisfied 😊

Is there anything else you'd like to tell us about the Hub/programs, or how it/they is/are making a difference?

Thank you for completing the survey!

Please put this survey into the envelope provided and return to your Hub.

Your responses are very important to us and will assist us to improve the Community Hub/programs for parents

Appendix 6: Family Questionnaire Arabic



تقييم برنامج المراكز الإجتماعية الوطني استبيان رأي الأسرة

نطلب منكم إبداء ملاحظتكم على برامج المركز والفرص التي تسمح للآباء و الأمهات والأسر بالمشاركة في التعلم في مدرسة وادي برودميدوز الابتدائية. وهي تشمل مجموعات لعب الأطفال و سفراء الوالدين ينوا باسيفيكا و نادي الإفطار و فصول تعليم الكبار و الوقائع و غيرها. آرائكم و مقترحاتكم مهمة بالنسبة لنا. عند إطلاعنا على آرائكم في البرامج و الفرص فإنكم تساعدوننا على تحسين طرق عمل هذه البرامج. نحن نقدر لكم أخذ الوقت للإجابة على هذه الأسئلة. لا توجد إجابات صحيحة أو خاطئة على الأسئلة. لا يتحتم عليكم الإجابة على كل سؤال. سنبقى أجوبتكم سرية و لن يتم تحديدها في أي من النتائج. إذا كان لديكم أي أسئلة حول هذه الدراسة فيرجى الاتصال بساندي ونغ

swong@csu.edu.au

من فضلك قل لنا فيما إذا كانت البرامج والفرص المتاحة للأسر في مدرسة وادي برودميدوز الابتدائية تحدث فرقا وذلك بوضع علامة لظهور مدى اتفاقك مع كل عبارة. يترج التقييم من الموافقة بشدة ☺ إلى عدم الموافقة بشدة ☹

أوافق بشدة ☺	أوافق	لا أوافق	لا أوافق بشدة ☹	لا ينطبق علي / لا أعرف	عنك
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	نتيجة لحضورك البرامج والفرص:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	تحسنت لدي اللغة الإنجليزية
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	تحسنت مهارات القراءة والكتابة لدي في اللغة الإنجليزية
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	أعرف المزيد عن الخدمات المحلية للعائلات
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	يمكنني العثور على خدمات لطفلي (أو أطفالتي) عندما أحتاج إليها
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	أعرف المزيد عن كيفية عمل المدارس
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	أشعر بقدر أكبر من الارتباط مع المدرسة المحلية
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	أشعر بالراحة عند التعلم في مدرسة أطفالتي
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	أشعر بمزيد من الثقة في تقديم أنشطة من شأنها أن تساعد طفلي (أو أطفالتي) على التعلم والنمو
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	كوّنت صداقات جديدة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	أشعر بارتباط أكبر مع المجتمع المحلي
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	أشعر بأن هناك دعم أكبر لي في مهام الأبوة والأمومة

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	أنا متفائل بشأن مستقبل لأطفالي
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	أشعر أنني قادر على جعل مجتمعي مكاناً أفضل للأطفال
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	يمكنني التأثير على عمل البرامج والفرص

أعتقد أن وجود مساحة مخصصة في المركز من شأنه أن يشجع المزيد من الآباء على حضور برامج المركز.
وجود مواد ترويجية في لغات أخرى غير الإنجليزية سيكون مفيداً.

هل حضرت أي دورات تدريب على مهارات للآباء والأمهات من خلال البرامج والفرص في مدرسة وادي بروميدوز الابتدائية (مثل التدريب على المهارات المالية / مهارات الكمبيوتر)؟ لا نعم

إذا كان جوابك بنعم فاذكر نوع التدريب _____

إذا كان جوابك بنعم فهل استلمت شهادة أو مؤهل؟ أذكر نوعها _____

هل حصلت على وظيفة نتيجة تلقىك التدريب؟ لا نعم

لا ينطبق علي / لا أعرف	لا أوافق بشدة ☹️	لا أوافق	أوافق	أوافق بشدة ☺️	
					عن طفلك
					نتيجة لحضور برامج المركز والفرص:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	تحسن نطق اللغة الانجليزية عند طفلي
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	يحب طفلي أن ينظر في الكتب / وقراءة الكتب له
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	يستمتع طفلي بحضور خدمة الطفولة المبكرة (مثل مرحلة ما قبل المدرسة / اللعب الجماعي / الرعاية النهارية الطويلة / الرعاية النهارية الأسرية)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	طفلي يألف و يرتاح في المدرسة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	طفلي يشعر بالرضا عند الذهاب إلى المدرسة

عندما أحتاج أو يحتاج طفلي إلى مساعدة إضافية فإنه يتم تحويلي إلى خدمة أو شخص ليساعدني (يرجى وضع علامة واحدة)

نعم لا لا ينطبق علي / لا أعرف

لا ينطبق علي / لا أعرف	لا أوافق بشدة ☹️	لا أوافق	أوافق	أوافق بشدة ☺️	
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عن مدرستك نتيجة لبرامج المركز والفرص:					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	مدرستي المحلية تحترم أو تقدر الخلفية الثقافية لعائلتي
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	أشعر أنه يتم الإستماع لي المدرسة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	أشعر ان بإمكانني المساهمة في المدرسة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	عندما أحضر برامج المركز والفرص أشعر أنه يتم معاملتي باحترام
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	أوصي الأسر أخرى بحضور برامج المركز والفرص

عموماً، ما مدى رضاك عن جودة الخدمات التي تقدمها البرامج والفرص؟ سجل مستوى رضاك بوضع دائرة على أحد الأرقام بين 1-10.

غير راضي على الإطلاق ☹️
راضي تماماً 😊

10 9 8 7 6 5 4 3 2 1

هل هناك أي شيء آخر تريد أن نخبرنا به حول البرامج والفرص، أو كيف يمكن لها أن تحدث فرقاً؟

شكراً لك لاكمال هذا الإستبيان!

ردودكم مهمة جداً بالنسبة لنا، وسوف تساعدنا على تحسين البرامج والفرص للآباء والأمهات.

Appendix 7: Volunteer Questionnaire



National Community Hubs Program Evaluation Volunteer Survey

Your reflection on the Hub as a volunteer is important for helping us to strengthen the ways the National Community Hubs Program works. We are asking you to fill in this survey. It will take approximately 15 minutes. Your answers will be kept confidential and you will not be identified in any of the results. If you have any questions about this survey please contact Sandie Wong swong@csu.edu.au

It is your choice whether you do the survey or not. There are no right or wrong answers to the questions. You do not have to answer every question. Returning a survey with your answers means that you agree to participate.

Which Community Hub do you volunteer at? (please tick one)

Meadows

Broadmeadows Valley

Coolaroo South

Please help us to understand your experiences of volunteering by responding to these statements, from strongly agree 😊 to strongly disagree ☹️.

	Strongly agree 😊	Agree	Disagree	Strongly disagree ☹️	Does not apply to me or not sure
As a result of volunteering at the Hub:					
I feel more a part of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel more a part of the community					<input type="checkbox"/>
I feel that I have contributed to the Hub	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that I have contributed to the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have learned new skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel prepared for finding paid work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What type of volunteer role do you have at the Hub?

Regular role

Casual role

What activities are you involved in at the Hub as a volunteer? _____

Have you attended any skills training in your Hub No Yes

If yes, what type of training? _____

If yes, did you receive a certificate / qualification? If yes, what type? _____

Have you gained employment as a result of volunteering with the Hub? No Yes

If yes, was it casual employment part time full time

Overall, how would you rate the quality of service the Hub provides? Please rate the quality by circling a number from 1 – 10.

Very low
quality ☹️

Very high
quality 😊

1 2 3 4 5 6 7 8 9 10

Is there anything else you'd like to tell us about your volunteer work with the Hub?

The next part of the survey asks about your ideas about whether the Hub is **making a difference to children, families, the school and community**. We would value your feedback, but you do not need to answer all the questions if you do not want to.

	Most of the children	About half the children	Some of the children	None of the children	Not applicable or don't know	Comments
As a result of children attending the Hub I have observed that:						
Children's spoken English has improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children's literacy (e.g. familiarity with books) has improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children enjoy attending early childhood services (e.g. playgroups, occasional care, family day care, long day care, preschool)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children are familiar and comfortable with the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children have a positive attitude to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Children's wellbeing has been enhanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children have made friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children with identified needs have been referred to the appropriate agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Most of the families	About half of the families	Some of the families	None of the families	Not applicable or don't know	Comments
As a result of families attending the Hub I have observed that:						
Families' English language skills have improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families' English literacy skills have improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families feel confident and supported in their parenting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families engage in positive and nurturing interactions with their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families' know more about the school system has increased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families feel more connected with the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families can find services when they need to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families have developed friendships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families feel more connected with their local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Families have obtained vocational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Please respond to the following statements, from strongly agree 😊 to strongly disagree ☹️.

	Strongly agree 😊	Agree	Disagree	Strongly disagree ☹️	Does not apply to me or not sure	Comments
The school's awareness of, and connections to early years and other community services (e.g. child and maternal health clinic, preschools) has increased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The school is better able to respond to families' needs and aspirations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The school is more culturally inclusive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The school respects the cultural diversity of the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Collaborative partnerships between the school and families have been enhanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Strongly agree 😊	Agree	Disagree	Strongly disagree ☹️	Does not apply to me or not sure	Comments
As a result of the work of the Hub I have observed that:						
Local community services know about each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Local community services are more connected with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Local community services are working collaboratively to develop shared visions and/or plans to work with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

migrant families

Local community services
are connected with,
available and accessible to
migrant families

Local community services'
capacity to work
effectively with migrant
families has increased

Is there anything else you'd like to tell us about ways the Hub makes a difference?

Thank you for completing the survey!
Please put the survey into the envelope provided and return to your Hub.
Your responses are very important to us and will assist us
to improve the National Community Hub Program.

Appendix 8: Community Service Staff Questionnaire



National Community Hubs Program Evaluation Community Services Survey

Your reflection on the Hub is important for helping us to strengthen the ways the National Community Hubs Program works. Your feedback is important to us. We are asking you to fill in this survey. It will take approximately 15 minutes. Your answers will be kept confidential and you will not be identified in any of the results. If you have any questions about this survey please contact Sandie Wong swong@csu.edu.au

It is your choice whether you do the survey or not. There are no right or wrong answers to the questions. You do not have to answer every question. Returning a survey with your answers means that you agree to participate.

Which Hub/s do you work with? (please tick)

Meadows

Broadmeadows Valley

Coolaroo South

Please help us to understand if the Hub is **making a difference** by indicating how much you agree with the following statements. The scale is from strongly agree 😊 to strongly disagree ☹️

	Strongly agree 😊	Agree	Strongly disagree ☹️	Not applicable or don't know	Comments
As a result of the work of the Hub I have observed that:					
Local community services know about each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Local community services are more connected with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Local community services are working collaboratively to develop shared visions and/or plans to work with migrant families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Local community services are connected with, available and accessible to migrant families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Local community services' capacity to work effectively with migrant families has increased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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In the following questions, please tick to indicate your observations.

	Most of the children	About half of the children	Some of the children	None of the children	Not applicable or don't know	Comments
As a result of child/ren attending the Hub I have observed that:						
Children's spoken English has improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children's literacy (e.g. familiarity with books) has improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children enjoy attending early childhood services (e.g. playgroups, occasional care, family day care, long day care, preschool)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children are familiar and comfortable with the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children have a positive attitude to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children's wellbeing has been enhanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children have made friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children with identified needs have been referred to appropriate agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Most of the families	About half the families	Some of the families	None of the families	Not applicable or don't know	Comments
As a result of families attending the Hub I have observed that:						

Families' English language skills have improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families' English literacy skills have improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families feel confident and supported in their parenting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families engage in positive and nurturing interactions with their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families' know more about the school system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families feel more connected with the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families can find services when they need to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families have developed friendships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families feel more connected with their local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families have obtained vocational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strongly agree 😊	Agree	Disagree	Strongly disagree ☹️	Not applicable or don't know	Comments
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As a result of the Hub working with the school I have observed that:					
The school's awareness of, and connections to early years and other community services (e.g. child and maternal health clinic, preschools) has increased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school is better able to respond to families' needs and aspirations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school is more culturally inclusive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The school respects the cultural diversity of the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Collaborative partnerships between the school and families have been enhanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

The school and local community services are working collaboratively to develop shared visions and/or plans to work with migrant families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Overall, how satisfied are you with the quality of service the Hub provides? Please rate your satisfaction by circling a number from 1 – 10.

Not satisfied at all ☹️									Completely satisfied 😊
1	2	3	4	5	6	7	8	9	10

Is there anything else you'd like to tell us about how the ways the Hub works or how it is making a difference?

Thank you for completing the survey!
Please put the completed survey into the envelope provided, and return to your Hub.
 Your responses are very important to us and will assist us
 to improve the National Community Hub Program.

Appendix 9: School Staff Questionnaire



National Community Hubs Program Evaluation Teaching and School Staff Survey

Your reflection on the Hub is important for helping us to strengthen the ways the National Community Hubs Program works. Your feedback is important to us. We are asking you to fill in this survey. It will take approximately 15 minutes. Your answers will be kept confidential and you will not be identified in any of the results. If you have any questions about this survey please contact Sandie Wong swong@csu.edu.au

It is your choice whether you do the survey or not. There are no right or wrong answers to the questions. You do not have to answer every question. Returning a survey with your answers means that you agree to participate.

What school do you work at? (please tick one)

Meadows

Broadmeadows Valley

Coolaroo South

Is your position:

Teaching

Educational support

Administrative

Please help us to understand if the Hub at your school is **making a difference**, by responding to the following statements.

	Most of the children	About half the children	Some of the children	None of the children	Not applicable or don't know	Comments
As a result of children attending the Hub I have observed that:						
Their spoken English has improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Their literacy (e.g. familiarity with books) has improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
They enjoy attending early childhood services (e.g. playgroups, occasional care, family day care, long day care, preschool)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

They are familiar and comfortable with the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They have a positive attitude to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Their wellbeing has been enhanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Their behaviour (e.g. attendance, arrival time at school / attitudes to school and learning) has improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They have made friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Those with identified needs have been referred to the appropriate agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Most of the families	About half of the families	Some of the families	None of the families	Not applicable or don't know	Comments
As a result of families attending the Hub I have observed that:						
Their English language skills have improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Their English literacy skills have improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
They feel confident and supported in their parenting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
They engage in positive and nurturing interactions with their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
They know more about the school system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
They feel more connected with the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

school					
They can find services when they need to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They have developed friendships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They feel more connected with their local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They have obtained vocational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please respond to the following statements, from strongly agree 😊 to strongly disagree ☹️.

	Strongly agree 😊	Agree	Disagree	Strongly disagree ☹️	Not applicable or don't know	Comments
As a result of the Hub working with my school I have observed that:						
My awareness of and connections to early years and other community services has increased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
My capacity to have collaborative partnerships with families has been enhanced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cultural competence within my school has increased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The school is more respectful of cultural diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Collaborative partnerships between the school and families have been enhanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Strongly agree 😊	Agree	Disagree	Strongly disagree ☹️	Not applicable or don't know	Comments

As a result of the work of the Hub I have observed that:

The school knows about local community services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school and local community services are more connected with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school and local community services are working collaboratively to develop shared visions and/or plans to work with migrant families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local community services are connected with, available and accessible to migrant families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local community services' capacity to work effectively with migrant families has increased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall, how satisfied are you with the quality of service the Hub provides? Please rate your satisfaction by circling a number from 1 – 10.

Not satisfied at all ☹️ 1 2 3 4 5 6 7 8 9 10 Completely satisfied ☺️

Is there anything else you'd like to tell us about the ways the Hub works?

Thank you for completing the survey!
Please put the survey into the envelope provided and return to your Hub.
 Your responses are very important to us and will assist us
 to improve the National Community Hub Program.

Appendix 10: Principal Questionnaire



National Community Hubs Program Evaluation Principal Survey

Your reflection on the Hub is important for helping us to strengthen the ways the National Community Hubs Program works. Your feedback is important to us. We are asking you to fill in this survey. It will take approximately 15 minutes. Your answers will be kept confidential and you will not be identified in any of the results. If you have any questions about this survey please contact Sandie Wong swong@csu.edu.au

It is your choice whether you do the survey or not. There are no right or wrong answers to the questions. You do not have to answer every question. Returning a survey with your answers means that you agree to participate.

Please help us to understand if the Hub at your school is **making a difference** by responding to the following statements.

	Most of the children	About half of the children	Some of the children	None of the children	Not applicable or don't know	Comments
As a result of children attending the Hub I have observed that:						
Their spoken English has improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Their literacy (e.g. familiarity with books) has improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
They enjoy attending early childhood services (e.g. playgroups, occasional care, family day care, long day care, preschool)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
They are familiar and comfortable with the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
They have a positive attitude to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Their wellbeing has been enhanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Their behaviour (e.g. attendance, arrival time at school / attitudes to school and learning) has improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
They have made friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Those with identified needs have been referred to appropriate agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Most of the families	About half of the families	Some of the families	None of the families	Not applicable or don't know	Comments
As a result of families attending the Hub I have observed that:						
Their English language skills have improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Their English literacy skills have improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
They feel confident and supported in their parenting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
They engage in positive and nurturing interactions with their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
They know more about the school system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
They feel more connected with the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
They can find services when they need to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
They have developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

friendships					
They feel more connected with their local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They have obtained vocational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please respond to the following statements, from strongly agree 😊 to strongly disagree ☹️.

	Strongly agree 😊	Agree	Disagree	Strongly disagree ☹️	Not applicable or don't know	Comments
As a result of the Hub working with my school I have observed that:						
My awareness of and connections to early years and other community services has increased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
My capacity to have collaborative partnerships with families has been enhanced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cultural competence within my school has increased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There is even greater respect for cultural diversity at the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Collaborative partnerships between the school and families have been enhanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Student trouble / detention and suspension has decreased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Strongly agree 😊	Agree	Disagree	Strongly disagree ☹️	Not applicable or don't know	Comments
As a result of the work of the Hub I have observed that:						

Appendix 11: Hub Leader Questionnaire



National Community Hubs Program Evaluation Hub Leader Survey

Your reflection on the Hub is important for helping us to strengthen the ways the National Community Hubs Program works. Your feedback is important to us. We are asking you to fill in this survey. It will take approximately 15 minutes. Your answers will be kept confidential and you will not be identified in any of the results. If you have any questions about this survey please contact Sandie Wong swong@csu.edu.au

It is your choice whether you do the survey or not. There are no right or wrong answers to the questions. You do not have to answer every question. Returning a survey with your answers means that you agree to participate.

Please help us to understand if your Hub is **making a difference** by responding to the following statements.

	Most of the children	About half the children	Some children	None of the children	Not applicable or don't know	Comments
As a result of child/ren attending the Hub I have observed that:						
Children's spoken English has improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children's literacy (e.g. familiarity with books) has improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children enjoy attending early childhood services (e.g. playgroups, occasional care, family day care, long day care, preschool)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children are familiar and comfortable with the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children have a positive attitude to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Children's wellbeing has been enhanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children have made friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children with identified needs have been referred to appropriate support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is there anything else you'd like to tell us about ways your Hub has made a difference in children's lives?

	Most of the families	About half the families	Some families	No families	Not applicable or don't know	Comments
As a result of families attending the Hub I have observed that:						
Families' English language skills have improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families' English literacy skills have improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families feel confident and supported in their parenting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families engage in positive and nurturing interactions with their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families' know more about the school system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families feel more connected with the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families can find services when they need to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families have developed friendships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families feel more connected with their	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

local community					
Families have obtained vocational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is there anything else you'd like to tell us about ways the Hub has made a difference in families' lives?

Please respond to the following statements, from strongly agree 😊 to strongly disagree ☹️.

	Strongly agree 😊	Agree	Disagree	Strongly disagree ☹️	Not applicable or don't know	Comments
As a result of the Hub working with the school I have observed that:						
The school's awareness of, and connections to early years and other community services (e.g. child and maternal health clinic, preschools) has increased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The school is better able to respond to families' needs and aspirations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The school is more culturally inclusive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The school respects the cultural diversity of the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Collaborative partnerships between the school and families have been enhanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Is there anything else you'd like to tell us about ways the Hub is making a difference to the school?

	Strongly agree 😊	Agree	Disagree	Strongly disagree ☹️	Not applicable or don't know	Comments
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As a result of the work of the Hub I have observed that:

Local community services know about each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local community services are more connected with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local community services are working collaboratively to develop shared visions and/or plans to work with migrant families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local community services are connected with, available and accessible to migrant families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local community services' capacity to work effectively with migrant families has increased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is there anything else you'd like to tell us? Are there other materials or resources that you would like us to refer to regarding the difference the Hub is making? (e.g. school newsletters, information on Community Hubs website, reports etc)

Overall, how satisfied are you with the quality of service your Hub provides? Please rate your satisfaction by circling a number from 1 – 10.

Not satisfied at all ☹️ Completely satisfied 😊

1 2 3 4 5 6 7 8 9 10

Please comment on your rating if you'd like to.

Is there anything else you'd like to tell us about how the ways your Hub works or how it is making a difference?

Thank you for completing the survey!
Your responses are very important to us and will assist us to improve the National Community Hub Program.

Appendix 12: Results for 'are Hubs making a difference for children?'

	Family				Volunteer				School staff				Comm Serv				HL				Principal			
	% SA	% A	% D	n=	% mo	% ha	% so	n=	% mo	% ha	% so	n=	% mo	% ha	% so	n=	% mo	% ha	% so	n=	% mo	% ha	% so	n=
Children's spoken English has improved	58.2	35.8	6	67	82.4	5.9	11.8	17	71.4	4.8	23.8	21	71.4	14.3	14.3	7	60	40	0	5	100	0	0	3
Children's literacy (e.g. familiarity with books) has improved	63	34.2	2.8	73	68.4	5.3	26.3	19	61.5	15.4	23.1	26	62.5	25	12.5	8	80	20	0	5	100	0	0	3
Children enjoy attending early childhood services (e.g. playgroups, occasional care, family day care, long day care, preschool)	72.5	21.7	5.8	69	94.4	5.6	0	18	86.2	6.9	6.9	20	100	0	0	13	100	0	0	5	100	0	0	3
Children are familiar and comfortable with the school	75.9	21.5	2.5	79	95.2	4.8	0	21	87.9	3	9.1	33	90	10	0	14	100	0	0	5	100	0	0	3
Children have a positive attitude to school	76.6	20.8	2.6	77	95.2	4.8	0	21	78.8	15.2	6.1	33	55.6	44.4	0	14	75	25	0	5	100	0	0	3

Children's wellbeing has been enhanced					94.7	5.3	0	19	69.7	18.2	12.1	33	72.7	27.3	0	13	80	20	0	5	100	0	0	3
Children have made friends					95	5	0	20	83.9	9.7	6.5	31	90	10	0	10	100	0	0	5	100	0	0	3
Children with identified needs have been referred to appropriate support	%Y 59.4	%N 6.3	%N/A 34.4	n 64	88.2	5.9	6	17	67.7	12.9	19.4	31	50	20	30	10	100	0	0	5	100	0	0	3
Parent feels good about the future for their child	65.8	32.9	1.3	79																				
Children's behavior (e.g. attendance, arrival time at school, attitude to school, learning) has improved.									63.3	23.3	13.3	30									50	50	0	2

Appendix 13: Results for 'are Hubs making a difference for families?'

	Family				Volunteer				School staff				Comm Serv				HL				Principal			
	%SA	A%	%D	n=	% mo	% ha	% so	n=	% mo	% ha	% so	n=	% mo	% ha	% so	n=	% mo	% ha	% so	n=	% mo	% ha	% so	n=
Families' English language skills have improved	40.6	50	9.4	65	80	20	0	20	59.3	11.1	29.6	27	33.3	41.7	25	12	60	40	0	6	66.5	33.5	0	3
Families' English literacy skills have improved	40	47.7	12.3	65	70	10	20	20	53.6	14.3	32.1	28	36.4	36.4	27.3	11	20	20	60	6	66.5	33.5	0	3
Families feel confident and supported in their parenting	59.3	37	3.7	81	95.2	4.8	0	21	70	20	10	30	84.6	15.4	0	13	80	20	0	6	75	25	0	4
Families engage in positive and nurturing interactions with their children	65.8	32.9	1.3	79	85.7	9.5	4.8	21	57.6	24.2	18.2	33	58.3	41.7	0	12	100	0	0	6	75	25	0	4
Families' know more about the school	62.7	34.7	2.7	75	85.7	9.5	4.8	21	66.7	15.2	18.2	33	53.3	33.3	13.3	15	100	0	0	6	100	0	0	4
Families feel	69.1	29.6	1.2	81	100	0	0	23	71.9	18.8	9.4	32	60	26.7	13.3	15	60	40	0	6	100	0	0	4

more connected with the school																								
Families know more about local services	53.7	43.9	2.4	82																				
Families can find services when they need to	52.5	45	2.5	80	100	0	0	21	62.5	18.8	9.4	32	42.9	42.9	14.3		100	0	0	6	100	0	0	4
Families have developed friendships	73.8	23.8	2.4	84	95.2	4.8	0	21	68.8	18.8	12.5	32	73.3	20	6.7	15	100	0	0	6	100	0	0	4
Families feel more connected with their local community	65.1	31.3	3.6	83	100	0	0	23	68.8	18.8	12.5	32	76.9	23.1	0	13	100	0	0	6	75	25	0	4
Families have obtained vocational skills					81	14.3	4.8	23	34.8	26.1	39.1	23	50	37.5	12.5	8	60	40	0	6	75	25	0	4
Family feels able to make the community a better place for their child	56.8	39.5	3.7	81																				

Attended training	Y 25 (28.7%)	n= 73	
Got certificate	13	25	
Gained employment	0	25	

Appendix 14: Results for 'are Hubs making a difference for schools?'

	Family				Volunteer				School staff				Comm Serv				HL				Principal			
	%S A	A%	% D	n=	%S A	A%	% D	n=	%SA	A%	%D	n=	%SA	A%	% D	n=	%S A	A%	%D	n=	%S A	A%	%D	n=
The school respects the cultural diversity of the school community	72.5	25	2.5	80	90.5	9.5	0	21	50	46.9	3.1	32	56.3	43.8	0	16	80	20	0	5	100	0	0	4
The school is more culturally inclusive					76.2	23.8	0	21	51.6	45.2	3.2 (N=1 SD)	31	50	50	0	16	40	60	0	5	75	25	0	4
Principal's / school staffs' capacity to have collaborative partnerships with families has been enhanced.									58.1	41.9	0	31					100	0	0	4				
The school's capacity to respond to families' needs and aspirations has been increased					71.4	28.6	0	21					43.8	56.3	0	19	60	40	0	5				
Collaborative partnerships between the school and					90.5	9.5	0	21	52.9	41.2	5.9	34	57.1	42.9	0	14	100	0	0	5	75	25	0	4

families have been enhanced																								
Families feel listened to in the school	65.9	32.9	1.2	82																				
Families comfortable to learn in the school	72.7	25	2.3																					
Families feel able to contribute to the school	67.1	31.6	1.3	79																				
Principals' / school staffs' awareness of and connections to early years and other community services has increased					40.6	59.4	0	32									25	75	0	4				
The school's awareness of, other community services has increased					73.6	26.3	0	19	51.5	48.5	0	33	26.7	73.3	0	16	40	60	0	5	50	50	0	4
The school and local community services are more connected with one					52.9	47.1	0	34									75	25	0	0				

another															
The school and local community services are working collaboratively to develop shared visions and/or plans to work with migrant families		52.9	44.1	2.9	34	62.5	37.5	0	16			50	50	0	0
Student trouble / detention has decreased												0	50	50	2

Appendix 15: Results for 'are Hubs making a difference for community services?'

	Family	Volunteer				School staff				Comm Serv				HL				Principal			
		%SA	A%	%D	n=	%SA	A%	%D	n=	%SA	A%	%D	n=	%SA	A%	%D	n=	%SA	A%	%D	n=
Local community services know about each other		66.7	33.3	0	21					26.3	73.7	0	19	20	80	0	5				
Local community services are more connected with each other		75	25	0	21					38.9	61.1	0	18	25	75	0	5				
Local community services are working collaboratively to develop shared visions and/or plans to work with migrant families		65	35	0	20					27.8	72.2	0	19	40	60	0	5				
Local community services are connected with, available and accessible to migrant families		71.4	28.6	0	21	44.1	55.9	0	34	42.1	57.9	0	19	60	40	0	5	50	50	0	4
Local community services' capacity to work effectively with migrant families has increased		70	30	0	20	44.4	55.6	0	27	27.8	72.2	0	19	60	40	0	5	75	25	0	4

