Australian Government

Program Specific Guidance for Department of Social Services programs in the Data Exchange

Effective for the 1 July - 31 December 2026 reporting period.

Published June 2026

Introduction

The Program Specific Guidance

The Program Specific Guidance assists service providers on entering data into the Data Exchange in a consistent way that best reflects the program activity being delivered.

Purpose of this document

This document provides policy guidance on entering data into the Data Exchange for activities funded under **Outcome 1.8 Employment Services Program** and **Outcome 2.1 Families and Communities Program** by the **Department of Social Services**.

These guidelines should be read in conjunction with:

- Data Exchange Protocols
- Your funding agreement
- Your program guidelines
- The task cards and e-Learning modules available on the Data Exchange website

Intended use

The **Program Specific Guidance** is intended to provide practical information for managers and front-line staff to better understand the data expected for their program. It also assists them in integrating Standard Client/Community Outcome Reporting (SCORE) outcomes and partnership data collection into existing service and administrative practices.

Additionally, this guide aims to provide consistency on how program data is interpreted within program activities, and support a consistent interpretation of the Data Exchange Protocols across commonly funded organisations.

This document will be periodically updated to provide more detailed guidance on questions as they arise, and as new programs come on board to the Data Exchange. Users of this document are encouraged to provide feedback where further guidance related to their program activity is needed.

All resources associated with the Data Exchange are available on the Data Exchange website.

The Program Specific Guidance for Department of Social Services programs in the Data Exchange was formerly published as:

- Protocols – Appendix B
- Program Specific Guidance for Commonwealth Agencies in the Data Exchange
- Program specific guidance for Outcome 2.1 – Families and Communities Program
- Program specific guidance for Outcome 3.1 – Disability and Carers

Contents

Outcome 1.8 – Employment Services

The Employment Services outcome provides support and community-based initiatives for people with disability, mental illness and carers, so they can develop their capabilities and actively participate in community and economic life.

The following pages provide practical guidance on data entry for Employment Services activities.

Employment Services

The Employment Services program integrates employment and vocational support with clinical mental health and non-vocational support and focuses on the individual needs of people with mental illness who are seeking to enter or remain in education or employment.

The following program activities are included in Employment Services:

- Digital Work and Study Service
- Individual Placement and Support Program
- Individual Placement and Support Program: Adult Mental Health Pilot

Digital Work and Study Service

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

The Digital Work and Study (DWS) service provides work and study support via a digital platform, integrated with clinical mental health services, to young people aged 15–25 years old.

Who is the primary client?

Young people aged 15 and 25 years with mental ill health.

What are the key client characteristics?

- young people (15 to 25 years) in regional areas
- early school leavers, and
- persons identifying as Aboriginal or Torres Strait Islander

Who might be considered ‘support persons’?

For this program activity, support persons may include carers of clients, families of clients, case/support workers, parents/guardians of clients and community leaders, mentors or informal care givers.

Recording support persons is voluntary. Staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

How should cases be set up?

There is no formal case structure recommended for this program activity. However, organisations can create a separate case for each client accessing services. To protect client privacy, family names should never be recorded in the Case ID field.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client’s first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A “group session” means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.

2. Group sessions should be distinguished from “community sessions”, where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client’s service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client’s outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments in the following domains as per the above guidance:

The Program will move to the standard SCORE matrix from 1 July 2026.

Circumstances	Goals	Satisfaction
▪ education and skills training ▪ Employment ▪ Mental health, wellbeing and self-care	▪ Changed knowledge and access to information ▪ Changed skills ▪ Empowerment, choice and control to make own decisions ▪ Changed behaviours	▪ The service listened to me and understood my issues ▪ I am satisfied with the services I have received ▪ I am better able to deal with issues that I have sought help with

Collecting extended data

For this program activity, it is expected organisations collect and record the following additional data fields:

Client Level Data	Session level data	Case level data
▪ Employment status ▪ Highest level of education / qualification ▪ Main source of income	▪ n/a	▪ Exit reason

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Intake / Assessment	Initial meeting with a client where information is gathered on the client's needs and they are matched to services available, and/or assessment of a client's needs/eligibility for participation in a particular service. This is usually the first session a client attends.
Advocacy / support	Advocating on a client's behalf to an entity, such as an employer or government body, or where support to the client was given in a particular circumstance, for example, providing support at an interview. Engagement with the client is required.
Counselling	Counselling and personal support of clients.
Education and skills	Assisting a client in learning or building knowledge about a topic or aimed at developing a skill, or enhancing a skill relevant to the client's circumstances, including (but not limited to): ▪ career planning ▪ assistance in applying for training courses, including enrolment and assistance with accessing study assistance ▪ organisational skills ▪ exam stress reduction and study skills assistance, and ▪ updates to vocational support plan (education focus).

Service Type	Example
Facilitate employment pathways	Employment activities focussed on employment, including (but not limited to): ▪ career and education development, assisting with navigating employment sites ▪ assistance in looking and applying for work, such as job search and canvassing, CV / resume / application writing ▪ assistance in preparing for interview, such as practice interviews ▪ career planning, including updates to vocational support plan (employment focus), and ▪ assistance with benefits.
Information / Advice / Referral	Provision of standard advice, guidance or information in relation to a specific topic (where it can be expected to lead to a measurable outcome) or where a referral was made to another service provided, within or external to, the organisation. Examples include assisting with issues, working through options, or referrals to other services. Remember, the interaction must lead to a measurable outcome in order for it to be recorded in the Data Exchange.

Individual Placement and Support program

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

Through early intervention, the Individual Placement and Support (IPS) program aims to assist young people aged up to 25 years with mental illness to achieve and maintain sustainable participation in competitive employment and vocational education.

In order to enhance the IPS program, funding was received as part of the 2021-2022 Mental Health and Suicide Prevention budget package to conduct an IPS Vocational Peer Support (VPS) pilot.

The objective of the VPS pilot is to assess whether IPS participants achieve better employment and educational outcomes with peer support in place.

The VPS pilot will fund a full-time equivalent Vocational Peer Support Worker per site in six IPS sites. Vocational Peer Support Workers (PSW) work collaboratively with headspace staff, young people, their families, other health workers, and members of the local community.

Who is the primary client?

Young people aged 12–25 with mental ill health.

What are the key client characteristics?

Young people with employment and education needs.

Who might be considered ‘support persons’?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

For this program activity, support persons may include families of clients, carers of clients/care recipients, Case/Support workers, Parents/Guardians of clients and community leaders, mentors or informal care givers.

How should cases be set up?

A case should be created for each individual accessing the service. To protect privacy, personal information should never be recorded in the Case ID field, such as family names or other identifying information.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client’s first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A “group session” means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
2. Group sessions should be distinguished from "community sessions", where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client's service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments in the following domains as per the above guidance:

The Program will move to the standard SCORE matrix from 1 July 2026.

Circumstances	Goals	Satisfaction
▪ Employment ▪ Education and skills training ▪ Mental health, wellbeing and self-care	▪ Changed behaviours ▪ Changed knowledge and access to information ▪ Changed skills ▪ Empowerment, choice and control to make own decisions	▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues ▪ I am better able to deal with issues that I sought help with

Collecting extended data

For this program activity, it is expected organisations collect and record the following additional data fields:

Client Level Data	Session level data	Case level data
▪ Employment status ▪ Highest level of education / qualification ▪ Main source of income	▪ n/a	▪ Exit reason

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Intake / Assessment	Initial meeting with a client where information is gathered on the client's needs and they are matched to services available, and/or assessment of a client's needs/eligibility for participation in a particular service. This is usually (but not limited to) the first session a client attends.
Vocational support plan – Education	Assisting a client by developing a vocational support plan that has an education focus and engaging with the client to explain the plan (two-way engagement with the client is required). **NOTE**: This Service Type should not be used for updates to the plan.
Vocational support plan – Employment	Assisting a client in the development of a vocational support plan that has an employment focus and engaging with the client to explain the plan (two-way engagement with the client is required). **NOTE**: This Service Type should not be used for updates to the plan.
Education and skills	Assisting a client in learning or building knowledge about a topic or aimed at developing a skill, or enhancing a skill relevant to the client's circumstances, including (but not limited to): ▪ career planning ▪ assistance in applying for training courses, including enrolment and assistance with accessing study assistance ▪ organisational skills ▪ exam stress reduction and study skills assistance ▪ updates to vocational support plan (education focus).
Exit interview	To be used when a young person is Exiting IPS. This would also be the point in time where one or more of the following would take place: ▪ a SCORE outcomes assessment ▪ final participant survey.

Service Type	Example
	The circumstances surrounding the ending of a client's relationship with a case can be captured when filling in Exit Reasons: ▪ **Client needs have been met:** Used when a young person is exiting IPS and who has reached one/some/all of the milestones below and: - IPS staff are still in touch with the young person at the time of Exit and as far as the IPS staff member is aware, the young person has not lost the placement/ended it early, **or** - IPS staff have been unable to make contact with the young person at the time of Exit, but as far as the IPS staff member is aware, the young person has not lost the placement/ended it early. Milestones: ▪ For employment: – gained a job – increased work hours – resolved job at risk ▪ For education: – began study – increased study hours – resolved study at risk If the young person exiting did not achieve a job or study placement, organisations can record Exit Reasons as outlined in the Data Exchange Protocols.
Post placement support - Education	To be used when a client achieves an education placement and it has been identified that additional support or mentoring is suitable following the placement, including at the key milestone point (i.e. when the young person has completed one semester of study or a short course has been completed, or when an education placement ends early).
Post placement support - Employment	To be used when a young person achieves an employment placement and it has been identified that additional support or mentoring is suitable following the placement, including at the key milestone points (i.e. when a young person has completed 4, 13, 26-week milestones, or when an employment placement ends early).
Facilitate employment pathways	Employment activities focussed on employment, including (but not limited to): ▪ career and education development, assisting with navigating employment sites. ▪ assistance in looking and applying for work, such as job search and canvassing, CV / resume / application writing ▪ assistance in preparing for interview, such as practice interviews) ▪ career planning, including updates to vocational support plan (employment focus). Also includes providing assistance with benefits.
Information / Advice / Referral	Provision of standard advice, guidance or information in relation to a specific topic (where it can be expected to lead to a measurable outcome) or where a referral was made to another service provided, within or external to, the organisation.

Service Type	Example
	Remember, the interaction must lead to a measurable outcome in order for it to be recorded in the Data Exchange.
Advocacy / support	Advocating on a client's behalf to an entity, such as an employer or government body, or where support to the client was given in a particular circumstance, for example, providing support at an interview. Due to the nature of advocacy, this Service Type does not require the client to be physically present, however it only applies if a substantive effort was put into providing the service and the client is directly benefiting from the service.
Mentoring/Peer support	Client mentoring, support and role modelling
IPS Peer Work Pilot	**For Vocational Peer Support Pilot sites only:** To be used by a Peer Support Worker only to capture the sessions they have delivered at Vocational Peer Support Pilot sites, including introductions, and informal catchups.

Individual Placement and Support Program – Adult Mental Health Pilot

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

The objective of the Individual Placement and Support Program (IPS) Adult Mental Health (AMH) pilot is to improve the employment and vocational education outcomes of adults with mental illness.

Who is the primary client?

Adults with mental ill health.

What are the key client characteristics?

Adults with mental illness who are seeking to enter or remain in employment or education.

Who might be considered 'support persons'?

For this program activity, support persons may include carers of clients, families of clients, case/support workers, and community leaders, mentors or informal care givers.

Recording support persons is voluntary. Staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

How should cases be set up?

There is no formal case structure recommended for this program activity. However, organisations can create a separate case for each client accessing services.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A "group session" means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
2. Group sessions should be distinguished from "community sessions", where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

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- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client's service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to [How to use SCORE with clients | Data Exchange] for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments in the following domains as per the above guidance:

The Program will move to the standard SCORE matrix from 1 July 2026.

Circumstances	Goals	Satisfaction
▪ Employment ▪ Education and skills training ▪ Mental health, wellbeing and self-care	▪ Changed behaviours ▪ Changed knowledge and access to information ▪ Changed skills ▪ Empowerment, choice and control to make own decisions	▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues ▪ I am better able to deal with issues that I sought help with

Collecting extended data

For this program activity, it is expected organisations collect and record the following additional data fields:

Client Level Data	Session level data	Case level data
▪ Employment status ▪ Highest level of education / qualification ▪ Main source of income	▪ n/a	▪ Exit reason

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service

type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Intake / Assessment	Initial meeting with a client where information is gathered on the client's needs and they are matched to services available, and/or assessment of a client's needs/eligibility for participation in a particular service. This is usually (but not limited to) the first session a client attends.
Information / Advice / Referral	Provision of standard advice, guidance or information in relation to a specific topic (where it can be expected to lead to a measurable outcome) or where a referral was made to another service provided, within or external to, the organisation. Examples include assisting with issues, working through options, or referrals to other services. Remember, the interaction must lead to a measurable outcome in order for it to be recorded in the Data Exchange.
Advocacy / support	Advocating on a client's behalf to an entity, such as an employer or government body, or where support to the client was given in a particular circumstance, for example, providing support at an interview. Engagement with the client is required.
Education and skills	Assisting a client in learning or building knowledge about a topic or aimed at developing a skill, or enhancing a skill relevant to the client's circumstances, including (but not limited to): ▪ career planning ▪ assistance in applying for training courses, including enrolment and assistance with accessing study assistance ▪ organisational skills ▪ exam stress reduction and study skills assistance ▪ updates to vocational support plan (education focus)

Service Type	Example

Exit interview	To be used when a client is exiting the program.
	This would also be the point in time where one or more of the following would take place:
	▪ a SCORE outcomes assessment
	▪ final client survey
	The circumstances surrounding the ending of a client's relationship with a case can be captured when filling in Exit Reasons:
	▪ **Client needs have been met:** Used when a client is exiting IPS and who has reached one/some/all of the milestones below and:
	▪ IPS staff are still in touch with the client at the time of Exit and as far as the IPS staff member is aware, the client has not lost the placement/ended it early, **or**
	▪ IPS staff have been unable to make contact with the client at the time of Exit, but as far as the IPS staff member is aware, the client has not lost the placement/ended it early.
	Milestones:
	▪ For employment:
	    o gained a job
	    o increased work hours
	    o resolved job at risk
	▪ For education:
	    o began study
	    o increased study hours
	    o resolved study at risk
	If the client exiting, did not achieve a job or study placement organisations can record another exit reason as outlined in the Data Exchange Protocols.

Facilitate employment pathways	Employment activities focussed on employment, including (but not limited to): ▪ career and education development, assisting with navigating employment sites ▪ assistance in looking and applying for work, such as job search and canvassing, CV / resume / application writing ▪ assistance in preparing for interview, such as practice interviews ▪ career planning, including updates to vocational support plan (employment focus) ▪ assistance with benefits
Post placement support - Education	To be used when a client achieves an education placement and when support is provided following the placement, including at the key milestone point (i.e. when the client has completed one semester of study or a short course has been completed, or when an education placement ends early).
Post placement support - Employment	To be used when a client achieves an employment placement, and when support is provided following the placement, including at milestone points (4, 13, 26 weeks or when a placement ends).

Service Type	Example
Vocational support plan – Education	Assisting a client by developing a vocational support plan that has an education focus and engaging with the client to explain the plan (two-way engagement with the client is required). **NOTE**: This service type should not be used for updates to the plan. To update the plan use service type **Education and Skills.**
Vocational support plan – Employment	Assisting a client by developing a vocational support plan that has an employment focus and engaging with the client to explain the plan (two-way engagement with the client is required). **NOTE**: This service type should not be used for updates to the plan. To update the plan use service type **Facilitate employment pathways**.

Outcome 2.1 – Families and Communities

The Families and Communities Outcome has a number of services which provide early intervention and prevention support to families, children, young people, volunteers, refugees, migrants and other individuals with special circumstances. Priorities include activities to improve financial wellbeing and capability, strengthen communities, support migrant's transition to life in Australia, and ensure the lifetime wellbeing of families and children.

The following pages provide practical guidance on data entry for Families and Communities program activities.

Families and Children Program

Services and initiatives to support families, strengthen relationships, improve the wellbeing of children and young people, enhance family and community functioning, and build capacity within the families and communities sector.

The following program activities are included in Families and Children Program:

- Children and Family Intensive Support
- Children and Parenting Support Services
- Children and Parenting Support Services – Ad hoc grants
- Communities for Children Facilitating Partners
- Community Mental Health – A Better Life (ABLe)
- Family and Relationship Services
- Family and Relationship Services – Specialised Family Violence
- Family Mental Health Support Services
- Forced Adoption Support Services
- Home Interaction Program for Parents and Youngsters
- National Find and Connect
- Redress Support Services
- Specialised Family Violence Services – Fourth Action Plan (SFVS-4AP)

Children and Family Intensive Support

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols

Description

Children and Family Intensive Support (CaFIS) provide support to families living in selected communities in the Northern Territory (NT) and Anangu Pitjantjatjara Yankunytjatjara (APY) Lands in South Australia so that these children are growing up strong in families and communities that are safe and nurturing. CaFIS provides services that build on the strengths of families and communities to care for children in their culture. It supports parents and family members to develop their confidence and capability to bring children up strong, support co-ordinated services to meet the needs of families and address areas of concern that impact on children's safety and wellbeing.

Who is the primary client?

Primary clients for this program activity are children, families and carers.

What are the key client characteristics?

Families with children aged 0-18 years in identified communities.

This may include people:

- identifying as Aboriginal or Torres Strait Islander
- from a cultural and linguistically diverse background
- residing in a regional or remote area
- people with disability

Who might be considered 'support persons'?

For this program, support persons may include a case or support worker, friend or family member who is present but not directly receiving a service.

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

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NOTE:

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The Partnership Approach

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A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client's service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered (i.e. must complete at least 1 circumstances domain, at least 1 goals domain and the 1 satisfaction domain).

Circumstances	Goals	Satisfaction	Community
▪ Age-appropriate development ▪ Family functioning ▪ Personal and family safety ▪ Community participation & networks	▪ Changed behaviours ▪ Changed impact of immediate crisis ▪ Changed skills ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with	▪ Group/community knowledge, skills and behaviours

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Intake and assessment	Initial engagement, family planning.
Information/Advice/Referral	Referral to other services, service planning and case work.
Education and skills training	Parenting and life skills training and education.
Advocacy/Support	Advocacy on behalf of the client, support of the client - with the clients permission, speak on behalf of the client to represent their views and needs.
Community capacity building	Activities that promote community relationships and awareness, group workshops/activities, provision of information/education sessions, interagency service meetings.
Family capacity building	Activities that promote strong family interactions, group workshops/activities.

Children and Parenting Support Services

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols

Description

Children and Parenting Support (CaPS) focuses on early intervention and prevention services and resources aimed at improving children's development and wellbeing and supporting the capacity of those in a parenting role. Services actively seek to identify issues that are, or could, impact on child or family outcomes, and provide interventions or appropriate referrals before these issues escalate. Services have a primary focus on children aged 0-12 years but may include young people up to age 18 years as necessary.

Who is the primary client?

Primary clients for CaPS are children aged 0-12 years and those in a parenting role but may include young people up to age 18 years as necessary.

What are the key client characteristics?

Children aged 0-12 years (and young people up to 18 years).

Specific groups of vulnerable and disadvantaged children, young people and families who are at risk of poor outcomes, which may include those:

- from cultural and linguistically diverse backgrounds
- identifying as Aboriginal and/or Torres Strait Islander
- identifying as having a condition, impairment or disability
- supporting children with additional needs (including children with disability or chronic medical conditions)
- who lack social supports
- experiencing mental illness, alcohol or other drug issues, or domestic violence issues

Who might be considered 'support persons'?

For this program, support persons may include a case or support worker, friend or family member who is present but not directly receiving a service.

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

How should cases be set up?

There is no specific case structure recommended for this program. If an organisation uses the web-based portal, it should create cases in a way that works best for its staff and is useful over multiple reporting periods.

If an organisation primarily delivers one-on-one services, it can create a case for each individual client. This means all contact with a specific client is recorded in the same place and is easy to find for future use.

If an organisation primarily delivers services to couples or families, a case can be created for each group of individuals. This means all contact with members of a group, whether some or all, is recorded in the same place and is easy to find for future use.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A “group session” means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
2. Group sessions should be distinguished from “community sessions”, where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client’s service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client’s outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered (i.e. must complete at least 1 circumstances domain, at least 1 goals domain and at least 1 satisfaction domain).

Circumstances	Goals	Satisfaction	Community
▪ Family functioning ▪ Age-appropriate development ▪ Community participation and networks	▪ Changed behaviours ▪ Changed knowledge and access to information ▪ Changed skills ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	▪ Community structures and networks ▪ Group/community knowledge, skills and behaviours

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Intake and assessment	Initial meeting with clients to gather information and match them to services.
Information/Advice/Referral	Provision of standard advice/guidance or information in relation to a specific topic or where a referral was made to another service provided within or external to the organisation.
Education and skills training	Assisting parents and carers (as clients) in learning or building knowledge about a topic or develop a skill that is relevant to the client's circumstances. This includes accessing education and training, including re-engaging with the education system.
Child/Youth focussed groups	Sessions targeted at children or youth and delivered in a group setting rather than on an individual basis. Examples include school-based groups such as breakfast clubs, skill building groups and awareness raising activities for children/youth.
Counselling	Includes one-on-one as well as family group counselling sessions that are delivered/facilitated by a qualified practitioner.
Advocacy/Support	Advocacy on behalf of the client, or collaboration with other services and specialists, or collaboration with community stakeholders and networks.
Community capacity building	Targeted at building and/or strengthening a community's skills/cohesion or understanding of a topic. Community capacity

Service Type	Example
	building activities are delivered to a group rather than individuals or families.
Family capacity building	Service delivery to children and parents together with a focus on supports such as relationship building and communication. For example: supported and community playgroups; home-based support, including assistance with developing family-centred activities, establishing routines and practical help with tasks.
Mentoring/Peer support	Group work offering participants support through discussion and activities. Generally, this will include a facilitator.
Exit Interview	A client is exiting the program and will no longer be receiving services. A SCORE assessment could be conducted at this time. Use the 'Exit Reason' field at the Case level to indicate why the client is exiting the program.

Children and Parenting Support Services – Ad hoc grants

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

Provide early intervention and prevention support to children and their families. Services seek to identify issues such as risk of neglect or abuse, within families, and provide interventions or appropriate referral(s) before these issues escalate. Children and Parenting Support Services (CaPS) – Ad hoc grants aim to improve children's development and wellbeing, (with a focus on school-age children) and support the capacity of those in a parenting role.

Note, only the client-facing aspects of this program will report via the Data Exchange (i.e. not the development of websites, or web-based resources).

Who is the primary client?

Primary clients for CaPS – Ad hoc grants are children aged 0-12 and those in a parenting role but may include young people up to age 18 years as necessary.

What are the key client characteristics?

Children aged 0-12 years (and young people up to 18 years)

Specific groups of vulnerable and disadvantaged children, young people and families who are at risk of poor outcomes, which may include those:

- from a cultural and linguistically diverse background
- identifying as Aboriginal and/or Torres Strait Islander
- identifying as having a condition, impairment or disability
- supporting children with additional needs (including children with disability or chronic medical conditions)
- who lack social supports
- experiencing mental illness, alcohol or other drug issues, or domestic violence issues

Who might be considered 'support persons'?

For this program, support persons may include a case or support worker, friend or family member who is present but not directly receiving a service.

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

How should cases be set up?

There is no specific case structure recommended for this program activity. If using the web-based portal, organisations should create cases in a way that work best for them and their staff and will be useful over multiple reporting periods.

If an organisation primarily delivers one-on-one services, it can create a case for each individual client. This means all contact with a specific client is recorded in the same place and is easy to find for future use.

If an organisation primarily delivers services to couples or families, a case can be created for each group of individuals. This means all contact with members of a group, whether some or all, is recorded in the same place and is easy to find for future use.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A “group session” means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
2. Group sessions should be distinguished from “community sessions”, where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client’s service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client’s outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered (i.e. must complete at least 1 circumstances domain, at least 1 goals domain and at least 1 satisfaction domain).

Circumstances	Goals	Satisfaction	Community
▪ Age-appropriate development ▪ Family functioning ▪ Community participation and networks	▪ Changed behaviours ▪ Changed knowledge and access to information ▪ Changed skills ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	▪ Group/community knowledge, skills and behaviours ▪ Community structures and networks

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used

Service Type	Example
Advocacy/Support	Advocacy on behalf of the client, or collaboration with other services and specialists, or collaboration with community stakeholders and networks.
Child/Youth focussed groups	Sessions targeted at children or youth and delivered in a group setting rather than on an individual basis. Examples include school-based groups such as breakfast clubs, skill building groups and awareness raising activities for children/youth.
Community capacity building	Targeted at building and/or strengthening a community's skills/cohesion or understanding of a topic. Community capacity building activities are delivered to a group rather than individuals or families.
Counselling	Includes one-on-one as well as family group counselling sessions that are delivered/facilitated by a qualified practitioner.
Education and skills	Assisting parents and carers (as clients) in learning or building knowledge about a topic, or develop a skill that is relevant to the client's circumstances. This includes accessing education and training, including re-engaging with the education system.
Exit Interview	A client is exiting the program and will no longer be receiving services. A SCORE assessment could be conducted at this time. Use the 'Exit

Service Type	Example
	Reason' field at the Case level to indicate why the client is exiting the program.
Family capacity building	Service delivery to children and parents together with a focus on supports such as relationship building and communication. For example: supported and community playgroups; home-based support, including assistance with developing family-centred activities, establishing routines and practical help with tasks.
Information/Advice/Referral	Provision of standard advice/guidance or information in relation to a specific topic or where a referral was made to another service provided within or external to the organisation.
Intake/Assessment	Initial meeting with clients to gather information and match them to services.
Mentoring/Peer support	Group work offering participants support through discussion and activities. Generally, this will include a facilitator.

Communities for Children – Facilitating Partners

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

Communities for Children Facilitating Partners (CfC FP) are place-based services that develop and facilitate a whole-of-community approach to early childhood development and wellbeing for children aged 0-12 years old (but may include young people up to 18 years old as necessary).

CfC FPs build on local strengths to meet community needs and create capability within local service systems, using strong evidence of what works in early intervention and prevention. CfC FPs collaborate with organisations and fund other organisations (known as Community Partners) to provide services including parenting support, group peer support, case management, home visiting services and other supports to promote child wellbeing.

Who is the primary client?

Primary clients for CfC FP are children aged 0-12 and their families but may include young people up to 18 years old as necessary.

What are the key client characteristics?

Children aged 0-12 years (and young people up to 18 years old)

Specific groups of vulnerable and disadvantaged children, young people and families who are at risk of poor outcomes, which may include those:

- with children at risk of abuse or neglect
- from culturally and linguistically diverse backgrounds
- identifying as Aboriginal and/or Torres Strait Islander
- with a parent or child with disability
- who are jobless or on low incomes
- identifying as young parents or sole parents
- experiencing problems with housing, domestic violence, substance abuse, mental health or child protection.

Who might be considered ‘support persons’?

For this program, support persons may include a case or support worker, friend or family member who is present but not directly receiving a service.

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client’s first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A “group session” means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
2. Group sessions should be distinguished from “community sessions”, where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the [Data Exchange Protocols] for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client’s service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client’s outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered (i.e. must complete at least 1 circumstances domain, at least 1 goals domain and at least 1 satisfaction domain).

Circumstances	Goals	Satisfaction	Community
▪ Family functioning ▪ Age-appropriate	▪ Changed behaviours ▪ Changed knowledge	▪ I am better able to deal with issues that	▪ Community infrastructure and

Circumstances	Goals	Satisfaction	Community
development ▪ Community participation and networks ▪ Mental health, wellbeing and self-care	and access to information ▪ Changed skills ▪ Empowerment, choice and control to make own decisions	I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	networks ▪ Group/community knowledge, skills, attitudes and behaviours ▪ Organisational knowledge, skills and practices ▪ Social cohesion

Service Type

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Intake and assessment	The initial meeting with a client during which the organisation gathers information on the client's needs, defines the outcomes sought for the client and determines the support they need. This is usually (but not limited to) the first session attended by a client. ▪ The primary client should be recorded as an individual client. ▪ Other people participating in the session, including family members, can be individually recorded as support persons if appropriate.
Information/Advice/Referral	Providing standard advice/guidance or information relevant to a client's immediate needs. It can include advice to a family member or support person. It also applies where the service offered was primarily a referral to another service provided within or external to your organisation. This service type can be used for engaging with an individual client or a group of clients on a particular topic. ▪ The primary client should be recorded as an individual client. ▪ If details of the primary client are not yet known, no client should be attached to the session. ▪ Other people participating in the session, receiving advice or being referred, can be individually recorded as support persons. Information sessions to community groups may also be reflected under this service type. ▪ 'Unidentified' clients are acceptable when the session primarily provides general information to a group, or advice to a broad audience of at-risk people. Details of these activities should be provided in AWP Reports. ▪ Primary clients (where applicable) can also attend these sessions.

Service Type	Example
Education and skills training	Providing services with the intention to build knowledge about a topic or develop a skill that is relevant to the client's circumstances. This includes accessing education and training, including re-engaging with the education system. ▪ The primary client should be recorded as an individual client. ▪ Other people participating in the session, such as family members, can be individually recorded as support persons.
Child/Youth focussed groups	Sessions targeted at children or youth and delivered in a group setting rather than on an individual basis. Examples include school-based groups and awareness raising activities for children/youth. ▪ The primary client should be recorded as an individual client. ▪ Where consent has been gained to work with a child or young person, that child or young person should be recorded as an individual client. ▪ 'Unidentified' clients are acceptable if details of the primary client are not known, such as in the case of group awareness raising activities where consent is not required. Details of these activities should be provided in AWP Reports. ▪ Other people participating in the session, receiving advice or being referred, can be individually recorded as support persons.
Advocacy/Support	Advocating on a client's behalf; helping the client access a service or contacting an organisation on their behalf. ▪ The primary client should be recorded as an individual client. ▪ You cannot advocate on behalf of unidentified clients or support persons.
Community capacity building	This service type should be used when organising a community event that builds and/or strengthens a community's skills/cohesion or understanding of a topic or subject. ▪ Primary clients (where applicable) are recorded as individual clients. ▪ Support persons are recorded only where they accompany the primary client to the activity. ▪ 'Unidentified' clients are acceptable when the session primarily provides general information to a group, or advice to a broad audience. Details of these activities should be provided in AWP Reports.
Family capacity building	Provision of services to children and parents together with a focus on supports such as relationship building and communication. For example: supported and community playgroups, peer support groups; home-based support including assistance with developing family centred activities, establishing routines and practical help with tasks. ▪ Primary clients (where applicable) are recorded as individual clients.

Service Type	Example
	▪ Support persons are recorded only where they accompany the primary client to the activity. ▪ 'Unidentified' clients are acceptable when the session primarily provides general information to a group, or advice to a broad audience. Details of these activities should be provided in AWP Reports.
Exit Interview	A client is exiting the program and will no longer be receiving services. A SCORE assessment could be conducted at this time. Use the 'Exit Reason' field at the Case level to indicate why the client is exiting the program.

Community Mental Health – A Better Life

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

A Better Life (ABLe) provides increased opportunities for recovery for people aged 16 years and over whose lives are affected by mental illness. ABLe assists clients in overcoming social isolation and increases their connections to the community. Participants are supported through a recovery-focused and strengths-based approach that recognises recovery as a personal journey driven by the participant.

Who is the primary client?

Primary clients for this program activity are people aged 16 to 65 residing in an Income Management and/or former Cashless Debit Card locations, who have a mental illness that includes drug and alcohol misuse and/or problem gambling disorders.

What are the key client characteristics?

- People aged 16 to 65 years of age, who have a mental illness that includes drug and alcohol misuse and/or problem gambling disorders
- Former Cashless Debit Card Recipients or people who reside in an Income Management or former Cashless Debit Card location
- People willing to participate in the service voluntarily, to address drug or alcohol misuse and/or problem gambling.

Priority access to the following target groups:

- Young people aged 16 to 24 years of age
- People who are homeless or at risk of homelessness
- People who have previously been institutionalised (including Forgotten Australians, care leavers and child immigrants)
- Young people leaving out-of-home care
- People who have been previously incarcerated
- People from a cultural and linguistically diverse background, including humanitarian entrants and recently arrived migrants and refugees
- People identifying as Aboriginal and/or Torres Strait Islander.

Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

For this program activity, support persons may include families, children, parents or guardians of clients, or a carer or care recipient (who are present but not directly receiving a service).

How should cases be set up?

There is no formal case structure recommended for this program activity. However, organisations can create a separate case for each individual accessing service. To protect client privacy, family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

For organisations that deliver services in large group settings (such as an information session or education program), cases can also be created to record these interactions and should be titled in a way that allows staff to easily enter data and use the case over multiple reporting periods, i.e.: Case ID = ‘Drug Rehabilitation Workshop’.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client’s first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client’s service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client’s outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to [How to use SCORE with clients | Data Exchange] for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered.

Circumstances	Goals	Satisfaction	Community
▪ Community participation and networks ▪ Education and skills training ▪ Employment ▪ Family functioning ▪ Housing ▪ Financial resilience ▪ Material wellbeing and basic necessities ▪ Mental health,	▪ Changed behaviours ▪ Changed impact of immediate crisis ▪ Changed knowledge and access to information ▪ Changed skills ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	▪ Community infrastructure and networks ▪ Group/community knowledge, skills, attitudes and behaviours ▪ Organisational knowledge, skills and practices

Circumstances	Goals	Satisfaction	Community
wellbeing and self-care ▪ Personal and family safety ▪ Physical health			

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Intake and assessment	Initial meeting with a client during which the organisation gathers information on the client's needs and matches them to services available, and/or assesses a client's eligibility for participation in a particular service. This is usually (but not limited to) the first session a client attends.
Information/Advice/Referral	Provision of standard advice/guidance or information in relation to a specific topic such as an information session on drug and alcohol awareness, referrals to another service internal or external for example housing, Drug and Rehabilitation Centres etc.
Education and skills training	Assisting a client in learning or building knowledge about a topic or aimed at developing a skill, such as drug and alcohol awareness and problem gambling addiction courses. This includes accessing education and training including re-engaging with the education system.
Counselling	Working through a particular issue such as relationship concerns or financial concerns, personal support and family interventions and employment, as delivered by an industry recognised qualified staff member.
Advocacy/Support	Advocating on a client's behalf to an entity such as a government body, or where support to the client was given in a particular circumstance such as a court appearance.
Mentoring/Peer support	Provision of specialised support, information and role-modelling from a person who identifies as having lived experience of disability and/or mental health condition, or a person who is a carer of someone with a disability and/or mental health condition. This service type is not limited to just ABLe peer support workers but can be selected for any service where the primary goal was to provide mentoring or peer support.

Service Type	Example
Facilitate employment pathways	Assistance in applying for work/training courses, creating CVs/resumes/selection criteria, supporting a client at interview, career and education development, assisting with navigating employment sites, education on preparing for an interview, practice interviews.
Transportation services	Provision of transport to assist clients to access services and attend appointments, such as attendance at rehabilitation or other clinical services.

Family and Relationship Services

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the [Data Exchange Protocols].

Description

Family and Relationship Services (FaRS) aims to strengthen family relationships, prevent breakdown and ensure the wellbeing and safety of children through the provision of broad-based counselling and education to families of different forms and sizes. Services focus primarily on early intervention and prevention, and target critical family transition points including formation, expansion of family, and separation.

Who is the primary client?

FaRS is a universal service that provides support for families, couples, children and individuals.

What are the key client characteristics?

Families, couples, children and individuals, but priority should be given to:

- couples forming long-term relationships
- families experiencing relationship issues or at risk of breakdown
- families with children at risk of abuse or neglect
- families experiencing disadvantage or vulnerability
- individuals, couples, children and families who are experiencing or at risk of family or domestic violence

Who might be considered ‘support persons’?

For this program, support persons may include a case or support worker, friend or family member who is present but not directly receiving a service.

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client’s first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A “group session” means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.

2. Group sessions should be distinguished from "community sessions", where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client's service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered (i.e. must complete at least 1 circumstances domain, at least 1 goals domain and at least 1 satisfaction domain).

Circumstances	Goals	Satisfaction	Community
▪ Family functioning ▪ Community participation and networks ▪ Education and skills training ▪ Personal and family safety	▪ Changed behaviours ▪ Changed knowledge and access to information ▪ Changed skills ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	▪ Community infrastructure and networks ▪ Group/ community knowledge, skills, attitudes and behaviours

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service

type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

Service Type	Example
Advocacy/Support	Providing support to a family member making an appearance in the Family Court or Children's Courts.
Child/youth focussed groups	Sessions targeted at children or youth and delivered in a group setting rather than on an individual basis.
Community capacity building	Developing a community's skills in strengthening family relationships.
Counselling	Counselling for couples, families, children or vulnerable people experiencing relationship issues.
Education and skills training	Relationship education courses, or skills and education training for families, children and couples.
Family capacity building	Strengthening family capacity by improving communication skills between parents and children.
Information/Advice/Referral	Information session, brokerage to obtain other services or referral to another service (e.g. legal, mental health etc.).
Intake and assessment	Assessing a client in an initial session.
Exit Interview	A client is exiting the program and will no longer be receiving services. A SCORE assessment could be conducted at this time. Use the 'Exit Reason' field at the Case level to indicate why the client is exiting the program.

Family and Relationship Services – Specialised Family Violence Services

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

Family and Relationship Services (FaRS)—Specialised Family Violence Services (SFVS) is a component of the FaRS sub-activity. SFVS delivers services to support individuals, couples, children and families affected by family, domestic or sexual violence. It has contributed to the strategic vision of the *National Plan to Reduce Violence against Women and their Children 2010-22* that 'Australian women and their children live free from violence in safe communities' and its action plans. FaRS-SFVS continues its contributions through the *National Plan to End Violence against Women and Children 2022-2032* and its vision of 'ending violence in one generation'.

Who is the primary client?

FaRS SFVS is a universal service that provides support for families, couples, children and individuals who are experiencing, or at risk of experiencing, family or domestic violence.

What are the key target group client characteristics?

Families, couples, children and individuals, but priority should be given to:

- people who identify as Aboriginal and Torres Strait Islander
- people from cultural and linguistically diverse backgrounds
- women with disability
- children and young people
- LGBTIQ communities
- people who use violence.

Who might be considered 'support persons'?

For this program, support persons may include a case or support worker, friend or family member who is present but not directly receiving a service.

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A "group session" means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
2. Group sessions should be distinguished from "community sessions", where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client's service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered (i.e. must complete at least 1 circumstances domain, at least 1 goals domain and at least 1 satisfaction domain).

Circumstances	Goals	Satisfaction	Community
▪ Family functioning ▪ Community participation and networks ▪ Mental health, wellbeing and self-care ▪ Personal and family safety	▪ Changed behaviours ▪ Changed knowledge and access to information ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues.	▪ Community infrastructure and networks ▪ Group/community knowledge, skills, attitudes and behaviours ▪ Organisational knowledge, skills and practices

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

Service Type	Example
Advocacy/Support	Support to people impacted by family violence who are involved in either the Family Court or Children's Courts.
Child/ Youth focussed groups	Group interventions for children and/or youth who have experienced or witnessed family or domestic violence, focusing on child therapeutic approaches.
Community capacity building	Capacity sessions for community organisations (e.g. sporting clubs, Men's Sheds) to target clients who could be violent against family members. Sessions engaging clients to promote cultural change.
Counselling	Domestic violence counselling services.
Education and skills training	A program for people who have experienced abuse in their family relationships, or a behavioural change program.
Family capacity building	Group program to strengthen relationships between parents and their children.
Information/Advice/Referral	Information session, brokerage to obtain other services or referral to another service (e.g. legal, mental health, etc.)
Intake/Assessment	Assessing a client in an initial session.
Exit Interview	A client is exiting the program and will no longer be receiving services. A SCORE assessment could be conducted at this time. Use the 'Exit Reason' field at the Case level to indicate why the client is exiting the program.

Family Mental Health Support Services (FMHSS)

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols

Description

Family Mental Health Support Services (FMHSS) aims to improve the wellbeing and community participation of children and young people up to the age of 18 who are showing early signs of, or at risk of developing, mental illness. FMHSS provides early intervention and non-clinical community mental health support through intensive and/or immediate support to children and young people, support for their families or carers, and community outreach, mental health education and community development activities.

Who is the primary client for this program activity?

Primary clients for FMHSS are children and young people. Highest priority is directed towards vulnerable children, young people and their families including those from Indigenous or culturally and linguistically diverse backgrounds, children and families in contact with the child protection system, and young people transitioning from out-of-home care.

What are the key client characteristics?

Children and young people up to the age of 18 who are showing early signs of, or at risk of developing, mental illness.

Who might be considered 'support persons'?

For this program, support persons may include a case or support worker, friend or family member who is present but not directly receiving a service.

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A "group session" means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
2. Group sessions should be distinguished from “community sessions”, where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client’s service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client’s outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant for this program activity?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered (i.e. must complete at least 1 circumstances domain, at least 1 goals domain and at least 1 satisfaction domain).

Circumstances	Goals	Satisfaction	Community
▪ Family functioning ▪ Community participation and networks ▪ Mental health, wellbeing and self-care ▪ Personal and family safety	▪ Changed behaviours ▪ Changed impact of immediate crisis ▪ Changed skills ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	▪ Community infrastructure and networks ▪ Group/community knowledge, skills, attitudes and behaviours

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service

type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example of service type use within this program activity
Intake and assessment	Initial meeting with a client in which the organisation gathers information on the client's needs and matches them to services available, and/or assesses the client's eligibility for participation in a particular service. This service type is usually applicable, but not limited to, the first session a client attends.
Information/Advice/Referral	Provision of standard advice/guidance or information in relation to a specific topic such as an information session on grief and loss. Collaborative meetings with schools. Referrals to another service provided internally or externally, such as housing, child protection, etc.
Education and skills training	Assisting a client in learning/building knowledge about a topic or developing/enhancing a skill that is relevant to the client's circumstances. This includes accessing education and training, reengaging with the education system, emotional wisdom skills, social skills workshops, and/or mental health awareness seminars.
Child/Youth focussed groups	Sessions targeted at children or youth and delivered in a group setting rather than on an individual basis. Examples include playgroups, breakfast clubs, school holiday activity groups and other similar services.
Counselling	Working through a particular issue such as relationship concerns or financial concerns, in-home family support, or grief and loss counselling. Counselling must be delivered by a qualified practitioner.
Advocacy/Support	Advocating on a client's behalf to an entity such as a government body, or where support to the client was given in a particular circumstance such as a court appearance.
Community capacity building	Development of a community's skills/cohesion or understanding of a topic. Community capacity activities are delivered to a group of people rather than an individual. Examples include Harmony Day, Karoonda Farm Fair, Mental Health week, RUOK?, Mental Health Awareness at schools, and Children's week/day events. These types of activities should be for the purpose of building effective referral networks or initiating contact with potential participants.
Family capacity building	Provide appropriate support that helps families manage their lives effectively. For example: relationship building; conflict resolution and communication; home-based support, including assistance with developing family-centred activities; tools to increase family coping skills/knowledge, establish routines, provide practical help with tasks or improve housing stability.

Service Type	Example of service type use within this program activity
Mentoring/Peer Support	Group work offering participants support through discussion and activities. Generally, this will include a facilitator.
Exit Interview	A client is exiting the program and will no longer be receiving services. A SCORE assessment could be conducted at this time. Use the 'Exit Reason' field at the Case level to indicate why the client is exiting the program.

Forced Adoption Support Services (FASS)

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

Forced Adoption Support Services provide specialist support to people affected by forced adoption. The services complement and enhance existing services funded by state and territory governments and aim to improve access to peer support, professional counselling and records/family tracing.

Who is the primary client?

The primary clients for this program activity include anyone affected by forced adoption policies and practices. This can include mothers, fathers, adopted people and extended family members. The priority of service should be to those directly involved. Services to extended family members can also be accessed through warm referrals on to other relevant organisations and services.

What are the key client characteristics?

People affected by forced adoption policies and practices.

Who might be considered ‘support persons’?

For this program, support persons may include a case or support worker, friend or family member who is present but not directly receiving a service.

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client’s first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A “group session” means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.

2. Group sessions should be distinguished from “community sessions”, where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client’s service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client’s outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered (i.e. must complete at least 1 circumstances domain, at least 1 goals domain and at least 1 satisfaction domain).

Circumstances	Goals	Satisfaction	Community
▪ Community participation and networks ▪ Family functioning ▪ Mental health, wellbeing and self-care	▪ Changed knowledge and access to information ▪ Empowerment, choice and control to make own decisions ▪ Changed impact of immediate crisis	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	▪ Group/community knowledge, skills, attitudes and behaviours

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Intake and assessment	Initial meeting with clients to gather information about their circumstances and support needs.
Information/Advice/Referral	Provision of standard advice/guidance or information in relation to a specific topic or where a warm referral is made to another service within or external to the organisation.
Counselling	General counselling and emotional support – may include therapeutic counselling where services have expertise and capacity to deliver this.
Advocacy/Support	Advocacy on behalf of the client to an entity such as a state government body, or another service, or other support of the client including assistance with family searching and intermediary services to help find and connect with family.
Records search	Contact with the client regarding records and records research on behalf of the client.
Community capacity building	Activities targeted at building and/or strengthening community awareness, understanding, development of skills, promoting community relationships and cohesion relating to the effects of past forced adoption. Community capacity activities are delivered to a group rather than to individuals to raise community awareness, enhance group healing and build sector capacity to support people affected by past forced adoption. Examples of activities include group and therapeutic workshops, Apology anniversary commemorations, memorials, and community events. This does not include administration of Small Grants activities as these are reported directly to the Funding Arrangement Managers.
Mentoring/Peer support	Semi-structured individual and group work sessions, offering reciprocal support and encouragement to clients through discussion and activities built on shared personal experience and empathy, and generally led by a lived experience facilitator who prepares content and guides the discussion. Sessions provide an opportunity for sharing issues within a safe environment, while working towards appropriate solutions, as well as information, resources and knowledge about relevant topics. Sessions can help clients articulate their service needs and can bridge the gap between clinical practice and direct personal experience. These activities are designed to improve coping strategies, mental health and wellbeing of participants.

Home Interaction Program for Parents and Youngsters (HIPPY)

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

HIPPY is a two-year, home-based, early learning and parenting program for families with young children.

Who is the primary client?

The primary clients for this program are children aged three and four years, parents/carers and tutors (who may also be parents/carers in the program).

What are the key client characteristics?

Children aged three - four years old and their parents/carers:

- residing in a low Socio-economic Indexes for Areas (SEIFA) area
- residing in a rural or remote area
- identifying as Aboriginal or Torres Strait Islander, and/or
- from a cultural and linguistically diverse background

Who might be considered 'support persons'?

For this program activity, support persons are not relevant.

How should cases be set up?

The recommended case structure for this program activity is the family unit, in order to collect demographic information for all family members and groups within the same case. Cases should include one parent and one child as a minimum.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A "group session" means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.

2. Group sessions should be distinguished from "community sessions", where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client's service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant for this program activity?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered.

Circumstances	Goals	Satisfaction
▪ Age-appropriate development ▪ Education and skills training ▪ Family functioning ▪ Community participation & networks	▪ Changed behaviours ▪ Changed knowledge and access to information ▪ Changed skills ▪ Engagement with relevant support services	▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues ▪ I am better able to deal with issues that I sought help with

Completing a Circumstances SCORE assessment

For this program activity, all organisations must use the following SCORE scale descriptions when assessing clients in the following Circumstances domains. Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

Circumstances	1	2	3	4	5
Age-appropriate development (HIPPY children) It is preferred that a validated tool be used to assess this domain	My child always struggles to achieve the language skills, cognitive skills and social skills you would expect for their age	My child often struggles to achieve the language skills, cognitive skills and social skills you would expect for their age	My child sometimes struggles to achieve the language skills, cognitive skills and social skills you would expect for their age	My child rarely struggles to achieve the language skills, cognitive skills and social skills you would expect for their age	My child never struggles to achieve the language skills, cognitive skills and social skills you would expect for their age
Education and Skills (for tutors)	I have not yet learned any new skills and knowledge about early childhood development	I have only learned a few new skills and knowledge about early childhood development	I have learned some new skills and knowledge about early childhood development	I have learned many new skills and knowledge about early childhood development	I have learned a lot of new skills and knowledge about early childhood development
Parent engagement (Family Functioning)	I never spend time with my child(ren) on educational activities in the home. E.g. solving puzzles, playing games, reading, counting, musical games, etc	I rarely spend time with my child(ren) on educational activities in the home E.g. solving puzzles, playing games, reading, counting, musical games, etc	I sometimes spend time with my child(ren) on educational activities in the home E.g. solving puzzles, playing games, reading, counting, musical games, etc	I often spend time with my child(ren) on educational activities in the home E.g. solving puzzles, playing games, reading, counting, musical games, etc	I routinely spend time with my child(ren) on educational activities in the home. E.g. solving puzzles, playing games, reading, counting, musical games, etc
Community participation and networks	Significant negative impact of poor community participation and networks on independence, participation and wellbeing	Moderate negative impact of poor community participation and networks on independence, participation and wellbeing	Progress towards improving community participation and networks to support independence, participation and wellbeing	Adequate short-term community participation and networks to support independence, participation and wellbeing	Adequate ongoing community participation and networks to support independence, participation and wellbeing

Completing a Goals SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Goals domains. Organisations should refer to [How to use SCORE with clients | Data Exchange] for guidance on conducting SCORE assessments with clients.

Goals	1	2	3	4	5
Changed behaviours development (for parents of HIPPY children)	I am not at all involved with my child's learning. I have no goals in place to change my behaviour.	I am not very involved in my child's learning. I have started to identify some goals that will change my behaviour.	I am involved in some parts of my child's learning. I am making progress towards achieving some goals to change my behaviour.	I am involved in most parts of my child's learning. My goals are on track to be achieved as my behaviour is changing.	I am very involved in my child's learning. I have achieved my goals and changed my behaviour.
Changed knowledge and access to information (for parents of HIPPY children)	I know nothing about teaching my child at home. For example, I don't read to my child.	I know a little bit about what I need to enable me to teach my child at home. For example, I read to my child on 1 or 2 days a week	I have a reasonable / some knowledge of what I need to enable me to teach my child at home. For example, I read to my child on 3 or 4 days a week.	I have a good knowledge of what I need to enable me to teach my child at home. For example, I read to my child on 5 or 6 days a week.	I have very good knowledge of what I need to enable me to teach my child at home. I read to my child every day.
Changed Skills (HIPPY children)	My child does not have the skills to be ready for school.	My child has limited skills to be ready for school.	My child has some of the skills to be ready for school.	My child has most of the skills to be ready for school.	My child is ready for school.
Changed Skills (for parents of HIPPY children)	I feel I don't have the skills to help improve my child to achieve school readiness.	I have limited skills to help improve my child to achieve school readiness.	I have some of the skills needed to help improve my child to achieve school readiness.	I have most of the skills needed to help improve my child to achieve school readiness.	I have all the skills I need to help my child to achieve school readiness.

Goals	1	2	3	4	5
Engagement with relevant support services	I do not feel confident about finding information on local community services when I need them.	I rarely feel confident about finding information on local community services when I need them.	I sometimes feel confident about finding information on local community services when I need them.	I mostly feel confident about finding information on local community services when I need them.	I am very confident about finding information on local community services when I need them.

Completing a Satisfaction SCORE assessment

If an organisation already uses an existing outcomes measurement tool that meets their needs, they can continue to use it and translate the outcome data to SCORE, otherwise organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Intake and assessment	This service type is only used for “Family Baseline Enrolment Journey” when the Site Coordinator meets with a HIPPY Parent/Carer/Child and completes an enrolment form and baseline journey (assessment) for measurement of the child/family and community outcomes and can be used for SCORE. Note: also use this service type when a Tutor has a ‘Staff Demographic information’ submitted. **Note** – if a HIPPY Parent/Carer/Child is not continuing into commencement; whether because they are not sure they want to continue or their circumstances may have changed, the Coordinator may engage in additional support-related activities before delivery to support their enrolment. These are to be recorded as the Information/Advice/Referral service type, even if unsuccessful in keeping them in the program.

Service Type	Example
Information/Advice/Referral	This service type is used when a HIPPY Parent/Carer/Child receives individualised specific information or a referral/service connection as part of family engagement with HIPPY. **Note – report HIPPY promotional events attended by the general public such as information sessions and community participation events via Activity Work Plans.**
Child Focused Activity	This service type is used for the sessions that involve activities that specifically focus on the HIPPY child, such as the delivery of HIPPY activity packs.
Parenting Programs	This service type is used when a HIPPY **Parent/Carer** attends a 'standard' HIPPY group meeting or gathering.
Service review	This service type is used when a HIPPY participant has completed **year one** of HIPPY, regardless of whether they continue on to year two of program or exit HIPPY at that time without completing the core components of the program. If the HIPPY participant is exiting before commencing year two of HIPPY, an exit interview and SCORE assessment should be completed. **Note – This service review requires direct contact with the client (in person, by phone, or other form of interaction). It should not be used when there has not been direct contact with the client which could enable such a review.**
Core component completed	**Completion of year two of HIPPY** - This service type is used to assess that a HIPPY participant has completed all the core components of the program at the time of the final session signifying the participant has completed **year two** of HIPPY. **Note – This would also be the point in time where an exit interview or SCORE outcomes assessment should be completed.**
Education and skills training (for Tutors)	This service type is used when a HIPPY Tutor is undertaking education and skills training activities, including: ▪ tutor training (HIPPY program content/curriculum), and ▪ supervised home visits and tutor reflection
Facilitate employment pathways	**For Tutors Only**: This service type is used when a HIPPY Tutor engages in the Pathways to Possibilities process, including: ▪ tutor professional development and training ▪ Tutor Pathways to Possibilities (skills development activity) ▪ Tutor Pathways to Possibilities (review)

Service Type	Example
	▪ Tutor Pathways to Possibilities (plan) HIPPY tutors participate in the Pathways to Possibilities (P2P) program, which was specifically designed by HIPPY Australia to structure the coaching and mentoring provided to home tutors by site coordinators. Distinct from the training that prepares tutors to undertake home visits and deliver the integrated parental support and early learning program, P2P focuses on preparing tutors for future employment.
Tutor training completed	**For Tutors Only**: This service type is used when a HIPPY tutor has done a staff exit survey.

National Find and Connect

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

The National Find and Connect program provides specialist counselling, referral services, education and social support to locate and access records so that Forgotten Australians and Former Child Migrants may reconnect with family members (where possible). Find and Connect includes a support service in each state and territory, a national web resource to assist with records tracing and access, and representative groups that are funded to support stakeholders and present consolidated views and advice to Government and the sector.

Who is the primary client?

Primary clients for this program activity are Forgotten Australians and Former Child Migrants. The majority of clients for this program activity are adults.

What are the key client characteristics?

Adults who are Forgotten Australians and Former Child Migrants (also known as Care Leavers) who were in institutional care as children before 1990. These people are adversely affected by past institutional and child welfare policies and practices.

Who might be considered ‘support persons’?

For this program, support persons may include a case or support worker, friend or family member who is present but not directly receiving a service.

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client’s first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A “group session” means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
2. Group sessions should be distinguished from "community sessions", where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client's service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered (i.e. must complete at least 1 circumstances domain, at least 1 goals domain and at least 1 satisfaction domain).

Circumstances	Goals	Satisfaction	Community
▪ Community participation and networks ▪ Family functioning ▪ Mental health, wellbeing and self-care	▪ Changed impact of immediate crisis ▪ Changed knowledge and access to information ▪ Empowerment, choice and control to make own decisions	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	▪ Group/community knowledge, skills, attitudes and behaviours

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Intake and assessment	Initial meeting with clients to gather information about their circumstances and support needs.
Information/Advice/Referral	Provision of standard advice/guidance or information in relation to a specific topic or where a warm referral is made to another service within or external to the organisation.
Counselling	General counselling and emotional support – may include therapeutic counselling where services have expertise and capacity to deliver this.
Advocacy/Support	Advocacy on behalf of the client to an entity such as a state government body, or another service, or other support of the client including assistance with family searching and intermediary services to help find and connect with family.
Records search	Contact with the client regarding records and records research on behalf of the client.
Community capacity building	Group activities targeted at building and/or strengthening community awareness, promoting community relationships and social cohesion. These include common interest workshops/activities, outdoor activities, events including anniversary commemorations, drop-in centre, art and crafts, cook-ups and other social support programs. These social activities and events enhance the health and wellbeing of clients and provide a sense of community.
Mentoring/Peer support	Semi-structured individual and group work sessions, offering reciprocal support and encouragement to clients through discussion and activities built on shared personal experience and empathy, and generally led by a lived experience facilitator who prepares content and guides the discussion. Sessions provide an opportunity for sharing issues within a safe environment, while working towards appropriate solutions, as well as information, resources and knowledge about relevant topics. Sessions can help clients articulate their service needs and can bridge the gap between clinical practice and direct personal experience. These activities are designed to improve coping strategies, mental health and wellbeing of participants.

Redress Support Services

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols..

Description

Redress Support Services

Redress Support Services provide timely and seamless access to trauma-informed and culturally-appropriate community-based support services to assist people's engagement with the National Redress Scheme (the Scheme) for people who experienced institutional child sexual abuse.

Financial Counselling

The Redress Financial Counselling service provides access to financial advice to assist participants in the Scheme to better manage their finances, including after the receipt of a redress payment.

Who is the primary client?

The primary client for this program (and its activities) is people who are engaging with the Scheme. Engagement with the Scheme could be at any stage throughout the process, including where a person:

- enquires about the Scheme, or prepares to make an application
- completes, or receives help with completing, an application for redress
- awaits a determination on their application for redress, including completing any additional processes requested or required by the Scheme
- receives a determination from the Scheme, including where they are considering whether to accept or decline an offer of redress, request an internal review of a determination, accept an offer of redress and accesses any of the three components of redress

What are the characteristics of a client?

People who experienced sexual abuse as children (under the age of 18 years) in an institutional setting before the commencement of the Scheme on 1 July 2018. The majority of clients for this program activity are now adults, but children who experienced abuse in institutional contexts who will turn 18 years before the Scheme end date of 30 June 2028 can also access support through this program activity.

Should 'support persons' be recorded?

Recording support persons is voluntary. For this program activity, support persons may include families of clients, a close friend or support worker. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A “group session” means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
2. Group sessions should be distinguished from “community sessions”, where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Goals SCORE assessment should be recorded at least twice – towards the beginning of the client’s service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client’s outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments in the following domains as per the above guidance:

Circumstances	Goals	Satisfaction
▪ Not applicable	▪ Changed knowledge and access to information	▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues ▪ I am better able to deal with issues that I sought help with

Completing a Goals SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Goals domains. Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients

Goals	1	2	3	4	5
Changed knowledge and access to information	I know nothing about my options for Redress. The service has provided no information about my options for Redress.	I have little knowledge about my options for Redress. The service has provided little information about my options for Redress.	I have some knowledge about my options for Redress. The service has provided some information about my options for Redress.	I have good knowledge about my options for Redress. The service has provided a good amount of information about my options for Redress.	I have very good knowledge about my options for Redress. The service has provided all the information I need about my options for Redress.

Completing a Satisfaction SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the satisfaction domains. Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients

Satisfaction	1	2	3	4	5
The service listened to me and understood my issues	I did not feel heard and believed about my experience.	I felt a little heard and believed about my experience.	I felt mostly heard and believed about my experience.	The service heard and believed my experience.	The service proactively made me feel heard and believed my experience.

Satisfaction	1	2	3	4	5
I am satisfied with the services I have received	I did not feel safe and supported throughout my experience with the service.	I felt a little safe and supported throughout my experience with the service.	I felt mostly safe and supported throughout my experience with the service.	I felt safe and supported throughout my experience with the service.	I felt very safe and supported throughout my experience with the service.
I am better able to deal with issues that I sought help with	The service is providing no practical and/or emotional support throughout the redress process.	The service is providing minimal practical and emotional support throughout the redress process.	The service is providing some practical and emotional support throughout the redress process.	The service is providing good practical and emotional support throughout the redress process.	The service providing strong practical and emotional support throughout the redress process.

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Intake and assessment	Initial meeting with clients to gather information about their circumstances and their support needs.
Information/Advice/Referral	Provide information or advice/guidance in relation to the scheme or provide clients with a warm referral to another service.
Advocacy/Support	Advocacy on behalf of the client, collaboration with other services (e.g. Centrelink) and specialists, collaboration with community stakeholders and networks. Use this service type when assisting a client to undertake a Direct Personal Response, including preparation, attending the Direct Personal Response and debriefing.
Records search	Contact with a client regarding records research. Use this service type when resources are specifically allocated to help a client find and/or access records to inform their application for redress.
Awareness session	Holding an event or activity to promote, raise awareness, or communicate information about the scheme to the community. Unidentified clients is acceptable here only when the session primarily provides general information or advice to a broad audience. It should not be used where the session includes an element of counselling (e.g. group therapy sessions) or intensive support (e.g. application assistance) to a group of clients.

Service Type	Example
Intensive support	Provide counselling or support to assist clients to complete, or complete on their behalf, an application for redress to the scheme. Provide additional information to the Scheme as needed, and support clients to understand and respond to a determination on an application for redress.
Counselling	Individual or group work to assist clients with safety and wellbeing or to work through a particular issue, as delivered by an industry recognised qualified staff member. This includes support for clients before completing the application for redress, during the application process where the session is solely on managing wellbeing, and while the Scheme assesses an application. **Use 'Intensive Support'** service type when providing any support relating to the completion of the application form.
Advocacy and internal review	Once a person receives a determination on an application for redress from the Scheme, they may request the Scheme undertake an internal review of the determination. Use this service type when providing service to a client between the time they request an internal review from the Scheme, up to the point at which the determination of that review is made known to the client where the service relates to the internal review. **Do not** use this service type if a person has received a determination but has not requested the Scheme undertake an internal review.

Specialised Family Violence Services – Fourth Action Plan (SFVS-4AP)

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

Specialised Family Violence Services—4AP (SFVS-4AP) is a component of the Family and Relationship Services (FaRS) sub-activity. SFVS delivers services to support individuals, couples, children and families affected by family, domestic or sexual violence. Specialised Family Violence Services was expanded under the *Fourth Action Plan (4AP)* of the *National Plan to Reduce Violence against Women and Their Children 2010-2022* to contribute to its strategic vision whereby 'Australian women and their children live free from violence in safe communities'. SFVS-4AP continues its contributions through the *National Plan to End Violence against Women and Children 2022-2032* and its vision of 'ending violence in one generation'.

Who is the primary client?

Primary clients for this program activity are families and children.

What are the key target group client characteristics for this program?

There are six priority cohorts for this program activity:

- Aboriginal and Torres Strait Islander people,
- People from culturally and linguistically diverse (CALD) backgrounds,
- Women with disability,
- Children and young people,
- Lesbian, Gay, Bisexual, Trans, Intersex and Queer (LGBTIQ) communities, and
- People who use violence.

Who might be considered 'support persons'?

For this program, support persons may include a case or support worker, friend or family member who is present but not directly receiving a service.

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website

How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A "group session" means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.

2. Group sessions should be distinguished from "community sessions", where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client's service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered (i.e. must complete at least 1 circumstances domain, at least 1 goals domain and at least 1 satisfaction domain).

Circumstances	Goals	Satisfaction	Community
▪ Family Functioning ▪ Community	▪ Changed behaviours ▪ Changed knowledge and	▪ I am better able to deal with issues	▪ Community infrastructure and

Circumstances	Goals	Satisfaction	Community
participation and networks ▪ Mental health, wellbeing and self-care ▪ Personal and family safety	access to information ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	networks ▪ Group/community knowledge, skills, attitudes and behaviours ▪ Organisational knowledge, skills and practices

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used

Service Type	Example
Advocacy/Support	Support to people impacted by family violence who are involved in either the Family Court or Children's Courts.
Child/Youth focussed groups	Group interventions for children and/or youth who have experienced or witnessed family and domestic violence, focusing on child therapeutic approaches.
Community capacity building	Capacity sessions for community organisations (e.g. Sporting clubs, Men's Sheds) to target clients who could be violent against family members. Sessions engaging clients to promote cultural change.
Counselling	Domestic violence counselling services.
Education and skills training	A program for people who have experienced abuse in their family relationships, or a behavioural change program.
Family capacity building	Group program to strengthen relationships between parents and their children.
Information/Advice/Referral	Information session, brokerage to obtain other services, or referral to another service (e.g. legal, mental health etc.)
Intake/Assessment	Assessing a client in an initial session.

Financial Wellbeing and Capability (FWC)

The Financial Wellbeing and Capability (FWC) activity includes services and initiatives to provide support to vulnerable individuals and families to navigate financial crises, address financial stress and hardship, and increase financial literacy for individuals and families.

The following program activities are included in Financial Wellbeing and Capability:

- Commonwealth Financial Counselling and Financial Capability 2025-26 Onwards
- Community-Led Local Partners Transition Project
- Emergency Relief
- Financial Counselling for Gambling
- Financial Resilience - No Interest Loans Scheme (NILS)
- Financial Resilience - No Interest Loans Scheme for Vehicles (NILS for Vehicles)
- Financial Resilience - Saver Plus
- Financial Wellbeing Hubs
- National Debt Helpline
- Goldfields Community-led Initiatives
- Laverton Local Partner Services

Commonwealth Financial Counselling and Financial Capability 2025-26 Onwards

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

Commonwealth Financial Counselling and Financial Capability services are delivered by community organisations to help eligible people address their financial problems, make informed choices and build longer term capability to budget and manage their money.

Commonwealth Financial Counselling services provide access to free, confidential and non-judgmental information, advice and advocacy to eligible people experiencing financial difficulty.

Financial capability services help eligible people to build longer-term financial skills, knowledge and capabilities. This can include one-on-one, group or community education sessions and workshops on budgeting, banking, money management and basic financial concepts such as taxation and superannuation.

Who is the primary client?

Primary clients for this program activity are vulnerable people and those most at risk of financial exclusion and disadvantage.

What are the key client characteristics?

People experiencing financial stress and hardship, including:

- people who are unable to pay their bills, or are at risk of not being able to pay a bill,
- people in receipt of a Commonwealth social security benefit, allowance or payment,
- newly arrived migrants, refugees and non-citizens, and
- women experiencing family violence.

Who might be considered 'support persons'?

For this program, support persons may include a case or support worker, friend or family member who is present but not directly receiving a service.

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A "group session" means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
2. Group sessions should be distinguished from "community sessions", where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The partnership approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client's service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered (i.e. must complete at least 1 circumstances domain, at least 1 goals domain and at least 1 satisfaction domain).

Circumstances	Goals	Satisfaction
▪ Financial resilience ▪ Material wellbeing and basic necessities	▪ Changed knowledge and access to information ▪ Empowerment, choice and control to make own decisions ▪ Changed impact of immediate crisis	▪ The service listened to me and understood my issues ▪ I am satisfied with the services I have received ▪ I am better able to deal with issues that I sought help with

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Access to money (Loans)	Providing access to a no interest loan, either through assisting an individual to complete a loan application or providing a referral to another organisation to assist an individual to complete a loan application.
Advocacy/Support	Advocating on a client's behalf to another entity such as a government body or other organisation. This could include assistance in completing a hardship application form, searching for an appropriate bank account, providing support to a client self-advocating, advocating on behalf of a client to a bank, debt collector or utility company.
Community capacity building	Developing a community's skills or understanding on certain topics (e.g., consumer rights, fee free banking, payday lenders), through community education workshops and similar activities.
Counselling – less complex (up to 1.5 hours)	A financial counsellor working with clients to address their financial concerns through the provision of information, advice, advocacy and/or negotiation. **Note:** for financial counselling sessions of standard complexity and/or where time spent supporting the client (including non-client facing work) is 1.5 hours or less.
Counselling – more complex (1.5 to 3 hours)	A financial counsellor working with clients to address their financial concerns through the provision of information, advice, advocacy and/or negotiation. **Note:** for financial counselling sessions of medium complexity, requiring more specialist support, and/or where time spent supporting the client (including non-client facing work) is between 1.5 to 3 hours.

Service Type	Example
Counselling – most complex (more than 3 hours)	A financial counsellor working with clients to address their financial concerns through the provision of information, advice, advocacy and/or negotiation. **Note:** for financial counselling sessions of high complexity, requiring more intensive support, and/or where time spent supporting the client (including non-client facing work) is more than 3 hours.
Education and skills training	A financial capability worker assisting clients to learn or build knowledge and skills about a topic, such as one-on-one and group financial literacy training, workshops, budget development training, workshops aimed to build self-confidence in speaking effectively with creditors.
Information/Advice/Referral	Provision of standard advice, guidance or information in relation to a specific topic, such as consumer rights, fee free bank accounts, online financial literacy training, hardship programs, whether a financial counsellor may be required, and/or advice on where to find more information, including referrals to another service. Please note for Commonwealth Financial Counselling, ‘advice’ does not refer to financial or legal advice.
Intake and assessment	Gathering information on a client’s needs, assessing eligibility, matching clients to services available, initial assessment of their financial literacy and level of support needed.

Community-led Local Partners Transition Project

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

The Local Partner services provide assistance to participants in former Cashless Debit Card (CDC) and Income Management regions. Organisations help eligible clients to understand their personal and skills development needs, and to navigate the local services that can help meet these needs. Organisations provide ongoing support to participants and may also provide direct services such as digital and financial literacy services.

Who is the primary client?

The primary clients for the Local Partner program are people on income support in former CDC sites of East Kimberley, the Goldfields, Ceduna and Bundaberg and Hervey Bay.

What are the key client characteristics?

Key client groups include:

- People identifying as Aboriginal or Torres Strait Islander
- People residing in a rural or remote area
- People receiving government payments, pensions allowances and/or income management
- People and families who are unemployed, ill, studying and/or experiencing financial distress

Who might be considered 'support persons'?

For this program activity, support persons may include families or relatives of clients, case or support workers or guardians of clients.

Recording support persons is voluntary. Staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

How should cases be set up?

A case should be created for each individual accessing the service. When a client leaves a service, the case should be closed using the 'Exit Reason' field. If a client reengages with a service after exiting, a new case should be created for that client.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records

- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client's service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to [How to use SCORE with clients | Data Exchange]() for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered.

Circumstances	Goals	Satisfaction
▪ Community participation and networks ▪ Education and skills training ▪ Employment ▪ Financial Resilience ▪ Mental health, wellbeing and self-care	▪ Changed knowledge and access to information ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues

When recording a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment.

Collecting extended data

For this program activity, it is expected organisations collect and record the following additional data fields:

Client Level Data	Session level data	Case level data
▪ Employment status ▪ Highest level of education / qualification	▪ Referral out (type) ▪ Referral purpose ▪ Service Setting	▪ Attendance profile ▪ Exit reason

You may record other outcomes and extended client details, if you think it is appropriate for your program and for your clients.

For this program activity, when should each service type be used?

Service Type	Example
Service transition	Helping clients to learn about and access local services to meet their employment, skills development, social or mental health needs. This might include: ▪ Assessing a client to learn about their specific needs ▪ Ongoing contact with clients to provide continued support. ▪ Referring clients to a local service provider for assistance. **Note**: If referring a client to a local service provider, use this service type and add a referral to the session. When adding a referral, select whether it is to an internal or external service, then select the reason for referring the client. You must use the following referral reasons: ▪ Mental health, wellbeing & self-care ▪ Community participation & networks ▪ Financial Resilience ▪ Employment ▪ Education and skills training (when referring for digital literacy building)
Digital Literacy Building	Providing digital literacy support services to help clients: ▪ Increase their digital literacy ▪ Increase their understanding of digital and online safety. **Note**: Only use this service type if your organisation provides this service. For referrals to a local service provider, use 'Service Transition' add a referral out to the session.
Financial Literacy Building	Providing financial literacy support services to help clients: ▪ Increase their financial literacy ▪ Improve their budgeting and money management skills. **Note**: Only use this service type if your organisation provides this service. For referrals to a local service provider, use 'Service Transition' add a referral out to the session.
Mental, Social and Emotional Wellbeing support	Providing and/or connecting clients to mental, social and emotional wellbeing and support services as required.

Emergency Relief

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

Emergency Relief (ER) services help people to address immediate basic needs by providing immediate financial or material aid in times of financial crisis. ER can act as a safety net for people experiencing financial distress or hardship, and who have limited means or resources to help them ease their financial crisis. The type of assistance offered by each organisation varies and may include food, clothing, household items, vouchers (for example supermarket/utilities), budgeting assistance, and/or referrals to other services that help to address underlying causes of financial crisis. ER services are delivered by community organisations.

Who is the primary client?

Primary clients for this program activity are vulnerable people and those most at risk of financial exclusion and disadvantage.

What are the key client characteristics?

Client eligibility is restricted solely to people unable to pay their bills or at imminent risk of not being able to do so.

Who might be considered 'support persons'?

For this program, support persons may include a case or support worker, friend or family member who is present but not directly receiving a service.

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes. A separate case can be created for each activity delivered, for example: Case ID = Food Vouchers

For organisations with large numbers of clients, a further month range can be specified for easier navigation of the web-based portal, for example: Case ID = Food Vouchers – January

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A "group session" means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
2. Group sessions should be distinguished from “community sessions”, where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

To be confirmed.

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Accommodation assistance	Providing short term accommodation (e.g. for victims of domestic violence, people at risk of homelessness or who are homeless).
Advocacy/Support	Supporting clients on an immediate needs basis. For services providing intensive support this may include help filling out forms. For Emergency Relief, this category includes intensive support (as defined in FWC Program Information).
Community capacity building	Provision of Emergency Relief to help strengthen communities. Community capacity activities are delivered to a group of people rather than an individual.
Education and skills training	Basic help with how to manage money e.g. delivering budgeting sessions or running cooking classes so clients don’t rely on take away food.
Food parcels & food vouchers	Provide food parcels, food vouchers and supermarket vouchers to clients.
Health care assistance	Assistance to help pay for medical bills and/or chemist vouchers for medication.
Information/Advice/Referral	Information and/or general advice relevant to the clients’ needs, provide information about and/or referral of clients to other services such as financial counselling, problem gambling help, drug and alcohol counselling, mental health services, Centrelink, housing services etc.
Intake and assessment	Initial contact to discuss and assess the clients’ needs.

Service Type	Example
Intensive support	Where a client is being case managed or receiving intensive support services.
Material aid	Where multiple forms of aid are provided in the one session, including food parcels, vouchers, clothing bedding and/or household items.
Material goods	Provide help with non-food material aid such as clothing, bedding and household items.
Transport assistance	Provide bus, train, fuel vouchers.
Utility bills assistance	Help with payment of bills such as gas, electricity, water and telephone.

Financial Counselling for Gambling

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

The Financial Counselling for Gambling program provides specialised Commonwealth Financial Counselling services in targeted locations to support eligible people experiencing financial stress or hardship as a result of gambling harm.

Who is the primary client?

Primary clients for this activity are people (individuals and family members) impacted by harm from any form of gambling, including in-person, land-based gambling (such as electronic gaming machines) and online gambling, and who need and would benefit from financial counselling supports.

What are the key client characteristics?

People experiencing financial stress and hardship, including people who are unable to pay their bills or at risk of not being able to pay a bill.

Who might be considered 'support persons'?

For this program, support persons may include a case or support worker, friend or family member who is present but not directly receiving a service.

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A "group session" means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.

2. Group sessions should be distinguished from “community sessions”, where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The partnership approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records.
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records.
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client’s service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client’s outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered (i.e. must complete at least 1 circumstances domain, at least 1 goals domain and at least 1 satisfaction domain).

Circumstances	Goals	Satisfaction
▪ Financial resilience ▪ Material wellbeing and basic necessities	▪ Changed knowledge and access to information ▪ Empowerment, choice and control to make own decisions ▪ Changed impact of immediate crisis ▪ Changed behaviours	▪ The service listened to me and understood my issues ▪ I am satisfied with the services I have received ▪ I am better able to deal with issues that I sought help with

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Access to money (Loans)	Providing access to a no interest loan, either through assisting an individual to complete a loan application or providing a referral to another organisation to assist an individual to complete a loan application.
Advocacy/Support	Advocating on a client's behalf to another entity such as a government body or other organisation. This could include assistance in completing a hardship application form, searching for an appropriate bank account, providing support to a client self-advocating, advocating on behalf of a client to a bank, debt collector or utility company.
Community capacity building	Developing a community's skills or understanding on certain topics (e.g. consumer rights, fee free banking, payday lenders) through community education workshops and similar activities.
Counselling – less complex (up to 1.5 hours)	A financial counsellor working with clients to address their financial concerns through the provision of information, advice, advocacy and/or negotiation. **Note**: for financial counselling sessions of standard complexity and/or where time spent supporting the client (including non-client facing work) is 1.5 hours or less.
Counselling – more complex (1.5 to 3 hours)	A financial counsellor working with clients to address their financial concerns through the provision of information, advice, advocacy and/or negotiation. **Note**: for financial counselling sessions of medium complexity, requiring more specialist support, and/or where time spent supporting the client (including non-client facing work) is between 1.5 to 3 hours.
Counselling – most complex (more than 3 hours)	A financial counsellor working with clients to address their financial concerns through the provision of information, advice, advocacy and/or negotiation. **Note**: for financial counselling sessions of high complexity, requiring more intensive support, and/or where time spent supporting the client (including non-client facing work) is more than 3 hours.
Education and skills training	A financial capability worker assisting a client to learn or build knowledge and skills about a topic, such as one-on-one and group financial literacy training, workshops, budget development training, workshops aimed to build self-confidence in speaking effectively with creditors.
Information/Advice/Referral	Provision of standard advice, guidance or information in relation to a specific topic, such as consumer rights, fee free bank accounts, online financial literacy training, hardship programs, whether a financial counsellor may be required, and/or advice on where to find more information, including referrals to another service. Please note for Commonwealth Financial Counselling, 'advice' does not refer to financial or legal advice.

Service Type	Example
Intake and assessment	Gathering information on clients' needs, assessing eligibility, matching clients to services available, initial assessment of financial literacy and level of support needed.

Financial Resilience – No Interest Loans Scheme (NILS)

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

Financial Resilience, or microfinance, provides financially vulnerable people with access to safe and affordable financial products including no interest loans and matched savings that are not generally available to this cohort through mainstream organisations of financial services. These products are offered as an alternative to other high risk, high interest products such as payday loans. These products are provided in conjunction with financial literacy training to improve capacity and self-reliance; assisting clients to build assets, savings and commence on pathways to financial inclusion.

The No Interest Loans Scheme (NILS) provides access to fair and safe loans up to $3,000 with no interest, fees or charges.

NILS helps eligible individuals and families to purchase household items/services such as whitegoods, car repairs, medical/dental costs, technology and education costs. Loans are also available for rental bond and for costs associated with natural disasters.

Who is the primary client?

Primary clients for this program activity are vulnerable people and those most at risk of financial and social exclusion and disadvantage.

What are the key client characteristics?

Client eligibility for the No Interest Loan Scheme (NILS) is restricted solely to:

- people earning less than $70,000 gross (singles); or
- people earning less than $100,000 gross (couples or people with dependents); and
- have lived at their current address for at least 3 months (exceptions possible e.g. applicant in
- transitional housing, experiencing family violence)
- people impacted by family and/or domestic violence (FDV) in the last 10 years to support them to become financially independent. No income threshold applies to this cohort
- customers living in Australia and includes people who are non-permanent residents

All applicants must have the ability to repay the loan.

Who might be considered ‘support persons’?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

For this program activity, support persons may include families or children of clients who are present but not directly receiving a service.

How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client’s first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A “group session” means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
2. Group sessions should be distinguished from “community sessions”, where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The partnership approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting. Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client’s service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client’s outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments in the following domains as per the above guidance:

Circumstances	Goals	Satisfaction
▪ Financial resilience ▪ Material wellbeing and basic necessities	▪ Changed knowledge and access to information ▪ Changed behaviours ▪ Engagement with support services ▪ Changed impact of immediate crisis	▪ The service listened to me and understood my issues ▪ I am satisfied with the services I have received ▪ I am better able to deal with issues that I sought help with

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Intake and assessment	Intake for a loan under the No Interest Loans Scheme (NILS), and assessment of eligibility. Support applicants throughout the NILS application process, including assisting individuals with access to support services regardless of whether they proceed with a loan or not.
Information/Advice/Referral	Provision of standard advice, guidance or information on a specific topic, referrals on to another service such as financial counselling, emergency relief, Centrelink etc regardless of whether they receive a loan or not. Includes following up on existing loans that are not currently being paid.
Advocacy/Support	Advocating on behalf of a client to a government body or other organisation such as Centrelink or real estate company, supporting a client in a particular circumstance such as negotiating with a supplier to improve their ability to apply for and service a NILS loan.
Access to money (Loans)	Provide access to a NILS loan for material goods/household items, healthcare or educational expenses. This service type should only capture signing a loan contract for a new loan; the follow up of a loan should be recorded as information/advice/referral. This service type includes repeat borrowers accessing new loans for essential goods or services.

Financial Resilience – No Interest Loans Scheme for Vehicles (NILS for Vehicles)

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

Financial Resilience, or microfinance, provides financially vulnerable people with access to safe and affordable financial products including no interest loans and matched savings that are not generally available to this cohort through mainstream organisations of financial services. These products are offered as an alternative to other high risk, high interest products such as payday loans. These products are provided in conjunction with financial literacy training to improve capacity and self-reliance; assisting clients to build assets, savings and commence on pathways to financial inclusion.

NILS for Vehicles provides access to fair and safe loans up to $5,000 with no interest, fees or charges. NILS for Vehicles helps eligible individuals and families to purchase an eligible vehicle (car, motorcycle, scooter, mobility scooter or boat) for transport for essential day to day use (e.g. employment purposes, caring responsibilities, medical care etc).

Who is the primary client?

Primary clients for this program activity are vulnerable people and those most at risk of financial and social exclusion and disadvantage.

What are the key client characteristics?

Client eligibility for the **NILS for Vehicles** is restricted solely to:

- people earning less than $70,000 gross (singles); or
- people earning less than $100,000 gross (couples or people with dependents); and
- have lived at their current address for at least 3 months (exceptions possible e.g. applicant in
- transitional housing, experiencing family violence)
- people impacted by family and/or domestic violence (FDV) in the last 10 years to support them to become financially independent. No income threshold applies to this cohort
- customers living in Australia and includes people who are non-permanent residents

All applicants must have the ability to repay the loan.

Who might be considered ‘support persons’?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

For this program activity, support persons may include families or children of clients who are present but not directly receiving a service.

How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

This means if a client accesses one or more services all sessions related to that individual are recorded within a case assigned to them. To protect client privacy, family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers e.g.: 1286.

Group session census

A “group session” means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
2. Group sessions should be distinguished from “community sessions”, where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the [Data Exchange Protocols] for more information.

The partnership approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client’s service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client’s outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to [How to use SCORE with clients | Data Exchange] for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered (i.e. must complete at least 1 circumstances domain, at least 1 goals domain and at least 1 satisfaction domain).

Circumstances	Goals	Satisfaction
▪ Financial resilience ▪ Material wellbeing and basic necessities	▪ Changed knowledge and access to information ▪ Changed behaviours ▪ Engagement with relevant support services ▪ Changed impact of immediate crisis	▪ The service listened to me and understood my issues ▪ I am satisfied with the services I have received ▪ I am better able to deal with issues that I sought help with

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used:

Service Type	Example
Intake and assessment	Intake for a loan under NILS for Vehicles and assessment of eligibility. Support applicants throughout the NILS application process, including assisting individuals with access to support services regardless of whether they proceed with a loan or not.
Information/Advice/Referral	Provision of standard advice, guidance or information on a specific topic, referrals on to another service such as financial counselling, emergency relief, Centrelink etc regardless of whether they receive a loan or not. Includes following up existing loans that are not currently being paid.
Advocacy/Support	Advocating on behalf of a client to a government body or other organisation such as Centrelink or real estate company, supporting a client in a particular circumstance such as negotiating with a supplier to improve their ability to apply for and service a NILS for Vehicles loan.
Access to money for a vehicle (Car, motorcycle, scooter, mobility scooter or boat loan)	Provide access to a NILS for Vehicles loan. This service type should only capture signing a loan contract for a new loan; the follow up of a loan should be recorded as information/advice/referral. This service type includes repeat borrowers accessing new loans for a vehicle. This service type does not apply to following up on existing loans that are not currently being paid.

Financial Resilience – Saver Plus

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the [Data Exchange Protocols].

Description

Financial Resilience, or microfinance, provides financially vulnerable people with access to safe and affordable financial products including no interest loans and matched savings that are not generally available to this cohort through mainstream organisations of financial services. These products are offered as an alternative to other high risk, high interest products such as payday loans. These products are provided in conjunction with financial literacy training to improve capacity and self-reliance; assisting clients to build assets, savings and commence on pathways to financial inclusion.

Saver Plus is a matched savings and financial education program for families and individuals to develop life-long savings habits.

Saver Plus is a matched savings program that provides eligible participants with tailored online financial education workshops, personal guidance and support over a 10-month period to reach a savings goal (up to $500) that is then matched by ANZ for the purchase of educational items/courses for themselves or for their children.

Who is the primary client?

Primary clients for this program activity are vulnerable people and those most at risk of financial and social exclusion and disadvantage.

What are the key client characteristics?

- To be eligible for the Saver Plus program, participants must have all of the following:
- a Health Care Card or Pensioner Concession Card AND an eligible Centrelink payment
- Be in school OR have a child in school (can be starting school next year)
- A regular income (either themselves or their partner)
- Be 18+ years old
- Be able to demonstrate a capacity to save after regular expenses have been paid
- Not received matched savings from Saver Plus before (themselves or their partner)

Who might be considered ‘support persons’?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

For this program activity, support persons may include families or children of clients who are present but not directly receiving a service.

How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client’s first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A “group session” means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
2. Group sessions should be distinguished from “community sessions”, where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The partnership approach

For this program activity, all organisations are required to participate in the Partnership Approach. Participation means organisations must record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for at least 50 per cent of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for at least 50 per cent of clients that have client records
- Report satisfaction SCOREs for at least 10 per cent of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client’s service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client’s outcomes change over time. For short-term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered (i.e. must complete at least 1 circumstances domain, at least 1 goals domain and at least 1 satisfaction domain).

Circumstances	Goals	Satisfaction
▪ Financial resilience ▪ Material wellbeing and basic necessities	▪ Changed knowledge access to information ▪ Changed behaviours ▪ Engagement with relevant support services ▪ Changed impact of immediate crisis	▪ The service listened to me and understood my issues ▪ I am satisfied with the services I have received ▪ I am better able to deal with issues that I sought help with

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Intake and assessment	Assessment of eligibility and enrolment with the Saver Plus program.
Information/Advice/Referral	Provision of standard advice, guidance or information on a specific topic, referrals on to another service such as financial counselling, emergency relief, Centrelink, employment providers) etc regardless of whether they join the Saver Plus program. Includes following up people who have stopped saving for a period of time or stopped attending the required MoneyMinded training.
Education and skills training	Building knowledge or skills about a topic relevant to the client's circumstance, such as financial literacy training, MoneyMinded sessions, one-on-one business education or group training workshops as well as assisting clients in re-engaging with the education system or Saver Plus program.
Advocacy/Support	Advocating on behalf of a client to a government body or other organisation such as Centrelink or real estate company, supporting a client in a particular circumstance such as negotiating with a supplier to improve their ability to enrol with the Saver Plus program.
Mentoring/Peer support	For Saver Plus, this includes additional support and encouragement to save.
Access to money – Matched savings	In relation to Saver Plus, the issuing of a matched savings payment.

Financial Wellbeing Hubs

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

Financial Wellbeing Hubs provide integrated, co-located services in areas with high levels of financial vulnerability, with a strong focus on early intervention and financial capability, while also supporting people who are experiencing financial crisis. Financial Wellbeing Hubs are required to deliver:

- Financial capability activities,
- Financial counselling services,
- Emergency relief (e.g. food and/or material aid), and
- Access to or information about the No Interest Loans Scheme (NILS).

Who is the primary client?

Primary clients for this program activity are vulnerable people and those most at risk of financial and social exclusion and disadvantage.

What are the key client characteristics?

People experiencing financial stress and hardship, including:

- people who are unable to pay their bills, or are at risk of not being able to pay a bill,
- people in receipt of a Commonwealth social security benefit, allowance or payment,
- newly arrived migrants / non-citizens (priority to be given to newly arrived refugees), and/or
- women experiencing family violence for the purpose of assisting these women to become financially independent.

Who might be considered ‘support persons’?

For this program, support persons may include a case or support worker, friend or family member who is present but not directly receiving a service.

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client’s first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A “group session” means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
2. Group sessions should be distinguished from “community sessions”, where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the [Data Exchange Protocols] for more information.

The partnership approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client’s service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client’s outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to [How to use SCORE with clients | Data Exchange] for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered (i.e. must complete at least 1 circumstances domain, at least 1 goals domain and at least 1 satisfaction domain).

Circumstances	Goals	Satisfaction
▪ Financial resilience ▪ Material wellbeing and basic necessities	▪ Changed knowledge and access to information ▪ Empowerment, choice and control to make own decisions ▪ Changed impact of immediate crisis	▪ The service listened to me and understood my issues ▪ I am satisfied with the services I have received ▪ I am better able to deal with issues that I sought help with

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Access to money (Loans)	Providing access to a no interest loan, either through assisting an individual to complete a loan application or providing a referral to another organisation to assist an individual to complete a loan application.
Advocacy/Support	Advocating on a client's behalf to another entity such as a government body or other organisation. This could include assistance in completing a hardship application form, searching for an appropriate bank account, providing support to a client self-advocating, advocating on behalf of a client to a bank, debt collector or energy company.
Community capacity building	Development of a community's skills or understanding on certain topics (e.g. consumer rights, fee free banking, payday lenders), through community education workshops and similar activities.
Counselling – less complex (up to 1.5 hours)	A financial counsellor working with clients to address their financial concerns through the provision of information, advice, advocacy and/or negotiation. **Note:** for financial counselling sessions of standard complexity and/or where time spent supporting the client (including non-client facing work) is 1.5 hours or less.
Counselling – more complex (1.5 to 3 hours)	A financial counsellor working with clients to address their financial concerns through the provision of information, advice, advocacy and/or negotiation. **Note:** for financial counselling sessions of medium complexity, requiring more specialist support, and/or where time spent supporting the client (including non-client facing work) is between 1.5 to 3 hours.
Counselling – most complex (more than 3 hours)	A financial counsellor working with clients to address their financial concerns through the provision of information, advice, advocacy and/or negotiation. **Note:** for financial counselling sessions of high complexity, requiring more intensive support, and/or where time spent supporting the client (including non-client facing work) is more than 3 hours.

Service Type	Example
Education and skills training	A financial capability worker assisting a client to learn or build knowledge and skills about a topic, such as one-on-one and group financial literacy training, workshops, budget development training, workshops aimed to build self-confidence in speaking effectively with creditors.
Emergency relief / material aid	The provision of food, food parcels or supermarket vouchers; help with medical bills or chemist vouchers for medication; clothing, bedding or household items; transport vouchers (e.g. for bus, train, fuel); help with payment of bills such as gas, electricity, water and telephone.
Information/Advice/Referral	Provision of standard advice, guidance or information in relation to a specific topic, such as consumer rights, fee free bank accounts, online financial literacy training, hardship programs, whether a financial counsellor may be required, and/or advice on where to find more information, including referrals to another service. Please note for Commonwealth Financial Counselling, 'advice' does not refer to financial or legal advice.
Intake and assessment	Gathering information on a client's needs, assessing eligibility, matching clients to services available, initial assessment of an individual's financial literacy and level of support needed.

National Debt Helpline (NDH)

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

The NDH is a national telephone service (1800 007 007) that provides access to financial counselling services which support eligible people to address their financial problems through the provision of information, advice, advocacy and negotiation. People can also access information online via ndh.org.au, and chat to a financial counsellor online through the NDH chat function on the website.

Who is the primary client?

Primary clients for this program activity are vulnerable people and those most at risk of financial exclusion and disadvantage.

What are the key client characteristics?

People experiencing financial stress and hardship, including people who are unable to pay their bills, or are at risk of not being able to pay a bill,

Who might be considered ‘support persons’?

For this program, support persons may include a case or support worker, friend or family member who is present but not directly receiving a service.

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client’s first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A “group session” means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.

2. Group sessions should be distinguished from “community sessions”, where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The partnership approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client’s service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client’s outcomes change over time. For short-term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered (i.e. must complete at least 1 circumstances domain, at least 1 goals domain and at least 1 satisfaction domain).

Circumstances	Goals	Satisfaction
▪ Financial resilience ▪ Material wellbeing and basic necessities	▪ Changed knowledge and access to information ▪ Empowerment, choice and control to make own decisions ▪ Changed impact of immediate crisis	▪ The service listened to me and understood my issues ▪ I am satisfied with the services I have received ▪ I am better able to deal with issues that I sought help with

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Advocacy/Support	A financial counsellor advocating on a client's behalf to another entity such as a government body or other organisation. This could include assistance in completing a hardship application form, providing support to a client to self-advocate, advocating on behalf of a client to a bank, debt collector, or utility company.
Counselling – less complex (up to 1.5 hours)	A financial counsellor working with clients to address their financial concerns through the provision of information, advice, advocacy and/or negotiation. **Note:** for financial counselling sessions of standard complexity and/or where time spent supporting the client (including non-client facing work) is 1.5 hours or less.
Counselling – more complex (1.5 to 3 hours)	A financial counsellor working with clients to address their financial concerns through the provision of information, advice, advocacy and/or negotiation. **Note:** for financial counselling sessions of medium complexity, requiring more specialist support, and/or where time spent supporting the client (including non-client facing work) is between 1.5 to 3 hours.
Counselling – most complex (more than 3 hours)	A financial counsellor working with clients to address their financial concerns through the provision of information, advice, advocacy and/or negotiation. **Note:** for financial counselling sessions of high complexity, requiring more intensive support, and/or where time spent supporting the client (including non-client facing work) is more than 3 hours.
Information/Advice/Referral	Provision of standard advice, guidance or information in relation to a specific topic, such as consumer rights, fee-free bank accounts, online financial literacy training, hardship programs, and/or advice on where to find more information, including referrals to another service. Please note for Commonwealth Financial Counselling, 'advice' does not refer to financial or legal advice.
Intake and assessment	Gathering information on a client's needs, assessing eligibility, matching clients to services available, initial assessment of their financial literacy and level of support needed.

Goldfields Community-led Initiatives

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

The Goldfields Community-led Initiatives will support the social and economic participation of vulnerable and disadvantaged recipients of a Social Security payment/s (eligible recipient) in the former CDC trial site of the Goldfields by enabling the development and delivery of community-led solutions that address identified needs and place people on long-term pathways towards self-reliance.

The Grantee must provide targeted practical supports such as:

- Capacity building and delivery of community-led solutions that address identified needs and place recipients of a social security payment/s on long-term pathways towards self-reliance
- Opportunities to break the welfare cycle by way of informed and thorough processes to establish agreed, clear, pragmatic, culturally appropriate and realistic activities and programs, and
- Identified resources to develop collaborative activities designed to build genuine community partnerships.

Who is the primary client?

The primary clients for this program are people in receipt of a Social Security payment/s (eligible recipient) in the Goldfields region.

What are the key client characteristics?

- Persons identifying as Aboriginal or Torres Strait Islander
- Persons living in crisis, emergency or transition accommodation and/or identify as homeless
- Persons identifying as having a condition, impairment or disability
- Persons residing in a rural or remote area
- Persons receiving government payments, pension allowances, or income management.
- Persons and families who are unemployed, ill, studying and/or experiencing financial distress, and
- Persons under 18 years / children

Who might be considered 'support persons'?

For this program activity, support persons may include carers of clients, care recipients, legal representatives of clients, parents, relatives, or guardians of clients, and community leaders, mentors and/or informal care givers.

Recording support persons is voluntary. Staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

How should cases be set up?

There is no formal case structure recommended for this program activity. However, organisations can create a separate case for each client accessing services.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client's service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to [How to use SCORE with clients | Data Exchange] for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered.

Circumstances	Goals	Satisfaction	Community
▪ Community participation and networks ▪ Mental health, wellbeing and self-care ▪ Financial resilience ▪ Physical health	▪ Changed knowledge and access to information ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	▪ Social cohesion

When recording a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment.

Collecting extended data

For this program activity, it is expected organisations collect and record the following additional data fields:

Client Level Data	Session level data	Case level data
▪ Employment status ▪ Household composition ▪ Is client a carer	▪ Referral out (type and purpose) ▪ Interpreter present ▪ Service setting	▪ Attendance profile ▪ Referral in (source and reason for seeking assistance) ▪ Exit reason

You may record other outcomes and extended client details, if you think it is appropriate for your program and for your clients.

For this program activity, when should each service type be used?

Service Type	Example
Digital literacy and building	Building a client's digital literacy. This may include: • keeping your ID/smart card, if applicable and safe • safely using the bank app on your mobile phone • using the phone help service
Financial Literacy	Providing or linking to financial literacy support services to assist an eligible recipient/s in managing their finances through upskilling their budgeting and financial literacy
Mental, social and emotional wellbeing	Providing and/or connecting an eligible recipient/s to additional mental, social and emotional wellbeing and support services as required.
Service navigation	Coordinating available services and providing assistance to an eligible recipient/s to ensure timely and appropriate service referrals and case management practice. For example, Services Australia.

Laverton Local Partner Services

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

The Laverton Local Partner services provide assistance to participants in former Cashless Debit Card (CDC) and Income Management regions. Organisations help eligible clients to understand their personal and skills development needs, and to navigate the local services that can help meet these needs. Organisations provide ongoing support to participants and may also provide direct services such as digital and financial literacy services.

Who is the primary client?

The primary clients for the Local Partner program are people on income support in former CDC sites of East Kimberley, the Goldfields, Ceduna and Bundaberg and Hervey Bay.

What are the key client characteristics?

Key client groups include:

- People identifying as Aboriginal or Torres Strait Islander.
- People residing in a rural or remote area.
- People receiving government payments, pensions, allowances and/or income management.
- People and families who are unemployed, ill, studying and/or experiencing financial distress.

Who might be considered 'support persons'?

For the Local Partner program activity, support persons may include families or relatives of clients, case or support workers or guardians of clients.

Recording details of support persons is voluntary. Staff can record support persons' details if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

How should cases be set up?

A case should be created for each individual accessing the service. When a client leaves a service, the case should be closed using the 'Exit Reason' field. If a client reengages with a service after exiting, a new case should be created for that client. To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records

- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client's service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to [How to use SCORE with clients | Data Exchange] for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered.

Circumstances	Goals	Satisfaction
▪ Community participation and networks ▪ Education and skills training. ▪ Employment. ▪ Financial Resilience. ▪ Mental health, wellbeing and self-care.	▪ Changed knowledge and access to information. ▪ Empowerment, choice and control to make own decisions. ▪ Engagement with relevant support services.	▪ I am better able to deal with issues that I sought help for. ▪ I am satisfied with the services I have received. ▪ The service listened to me and understood my issues.

When recording a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment.

You may record other outcomes and extended client details, if you think it is appropriate for your program and for your clients.

For this program activity, when should each service type be used?

<table>
<tr><th>Service Type</th><th>Example</th></tr>
<tr><td>Service transition</td><td>Helping clients to learn about and access local services to meet their employment, skills development, social or mental health needs.

This might include:
▪ Assessing a client to learn about their specific needs.
▪ Ongoing contact with clients to provide continued support.
▪ Referring clients to a local service provider for assistance.

Note: If referring a client to a local service provider, use this service type and add a referral to the session.

When adding a referral, select whether it is to an internal or external service, then select the reason for referring the client.

You must use the following referral reasons:
▪ Mental health, wellbeing & self-care.
▪ Community participation & networks.
▪ Financial Resilience.
▪ Employment.
▪ Education and skills training (i.e. when referring clients for digital or financial literacy building).</td></tr>
<tr><td>Digital Literacy Building</td><td>Providing digital literacy support services to help clients:
▪ Increase their digital literacy.
▪ Increase their understanding of digital and online safety.

Note: Only use this service type if your organisation provides this service. For referrals to a local service provider, use ‘Service Transition’ and add a referral out to the session.</td></tr>
<tr><td>Financial Literacy Building</td><td>Providing financial literacy support services to help clients:
▪ Increase their financial literacy.
▪ Improve their budgeting and money management skills.

Note: Only use this service type if your organisation provides this service. For referrals to a local service provider, use ‘Service Transition’ and add a referral out to the session.</td></tr>
</table>

Family Safety

The Family Safety Initiatives aim to achieve positive outcomes for families, women and their children by working across sectors to improve the safety and wellbeing of children, advancing gender equality and reducing violence against women and their children. This activity also recognises the support to eligible victims of human trafficking, slavery and slavery-like practices including forced labour and marriage.

The following program activities are included in National Initiatives:

- Accredited Training for Sexual Violence Responses: Recognising and Responding to Sexual Violence
- Community-led Men's Wellness Centres for Aboriginal and Torres Strait Islander Peoples
- Community-led Prevention Service, Programs and Campaigns for Aboriginal and Torres Strait Islander Children
- Domestic Violence Response Training (DV-alert)
- Family, Domestic and Sexual Violence Programs in Aboriginal and Torres Strait Islander Community-Controlled Organisations
- Forced Marriage Specialist Support
- Gender Disaster Recovery
- Healthy Masculinities Trial and Evaluation (Healthy MaTE)
- Helping Children Heal
- Keeping Women Safe in Their Homes
- Leaving Violence Program – National Program
- Leaving Violence Program – Regional Trials
- Local Support Coordinators
- National Perpetrator Intervention and Referral Service
- National Plan to Reduce Violence Against Women and their Children
- Safe Technology for Women
- Supporting Adolescent Boys Trial

Accredited Training for Sexual Violence Responses: *Recognising and Responding to Sexual Violence*

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description:

Accredited Training for Sexual Violence Responses: Recognising and Responding to Sexual Violence is a nationally accredited vocational education course to build capability and capacity of the service system by training frontline workers to better recognise and respond to all people who experience sexual violence. A rigorous evidence base ensures the package is trauma informed, culturally appropriate, and responsive to the diverse needs of the community.

The vocational course aims to develop frontline workers' capacity and improve their ability to recognise and respond to disclosures of sexual violence. The intention of the training is to increase frontline workers awareness and understanding of sexual violence including: what constitutes sexual violence; indicators of sexual violence; perpetrator behaviours; escalation of violence; and its impacts on the individual and the wider community.

Who is the primary client?

The target cohort of frontline workers is broad, and for the purposes of this program includes frontline workers from the community services sector, and other relevant frontline services providers as determined by the department over the duration of this program.

How could cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A "group session" means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
2. Group sessions should be distinguished from "community sessions", where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client's service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered.

Circumstances	Goals	Satisfaction
▪ Education and skills training	▪ Changed knowledge and access to information ▪ Changed skills	▪ I am satisfied with the services I have received

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Educations and skills training	**VET Unit One – Develop Knowledge on the impacts of sexual violence** Attend an online and/or face-to-face workshop as a part of the Accredited training. Unit One is a core unit and a prerequisite for Unit Two. Unit Two is optional. This flexibility is to allow for frontline workers current work, functions and experience.

Service Type	Example
Education Engagement	**VET Unit Two – Respond to disclosures of sexual violence** Attend an online and/or face-to-face workshop as a part of the Accredited training. Unit One is a core unit and a prerequisite for Unit Two. Unit Two is optional. This flexibility is to allow for frontline workers current work functions and experience. Completion of both Unit One and Unit Two is required to obtain the VET Statement of Attainment.

Community-led Men’s Wellness Centres for Aboriginal and Torres Strait Islander Peoples

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

This program funds Aboriginal and Torres Strait Islander organisations with relevant expertise to establish Men’s Wellness Centres in regional and remote locations.

The Men’s Wellness Centres will provide male domestic violence programs and activities to support culturally appropriate engagement of men including prosocial early support, cultural healing, education on respectful relationships, healthy parenting, mentoring, and understanding diverse experiences of abuse such as technology facilitated abuse and coercive control.

Who is the primary client?

The primary client directly receiving services from this program is Aboriginal and Torres Strait Islander men.

For DEX, eligible men are those whose chosen gender classification is ‘man or male’ or ‘[I/they] use a different term’

What are the key client characteristics?

Such as male persons:

- identifying as Aboriginal or Torres Strait Islander
- residing in a regional or remote area
- over 12 years of age
- who use violence
- who have been impacted by family, domestic or sexual violence.

Support people

- carers of clients /care recipients
- families / relatives of clients
- guardians of clients
- community leaders / mentors / informal care givers

How could cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client’s first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A “group session” means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
2. Group sessions should be distinguished from “community sessions”, where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the [Data Exchange Protocols](#) for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client’s service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client’s outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to [How to use SCORE with clients | Data Exchange](#) for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered.

Circumstances	Goals	Satisfaction	Community
▪ Family functioning ▪ Mental health, wellbeing and self-care ▪ Personal and	▪ Changed behaviours ▪ Changed knowledge and access to information	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services	▪ Group/ community knowledge, skills, attitudes and behaviours ▪ Organisational

Circumstances	Goals	Satisfaction	Community
family safety ▪ Physical health	▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	I have received ▪ The service listened to me and understood my issues	knowledge, skills and practices

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Advocacy / support	Advocating on an Indigenous client's behalf to another entity such as a government body or other organisation. Includes advocating for, problem solving and being an intermediary for Indigenous children, young people, families and communities, to help and inspire people to find appropriate support.
Awareness session	Raising awareness about an issue by giving a session to a group, such as a community group or a group of health professionals.
Counselling	Counselling services delivered by a professional counsellor to couples, families, children or vulnerable people experiencing issues related to family, domestic and sexual violence.
Domestic and family violence support	Support delivered by a caseworker or social worker to clients experiencing family, domestic and/or sexual violence. Sessions where a caseworker or social worker supports a client to access relevant services and/or provides support for individuals to manage problems such as family violence.
Goal setting	Formal identification of issues, strategy development for addressing those issues, stocktake of progress against agreed goals.
Specialist support	Support delivered by a specialist, suitably qualified worker. This may include support by a psychologist, for example, to provide therapeutic interventions or related services to individuals experiencing or using family, domestic and/or sexual violence. Other specialist support includes family mediation.
Family capacity building	Activities that promote strong family interactions, such as group workshops/activities.
Information / advice / referral	Provision of standard advice, guidance or information on a specific topic, and referrals on to another service.

Service Type	Example
Intake / assessment	An initial meeting, with the intention to gathering information on clients' needs or eligibility, matching clients to services.
Workshops - tailored	This is any workshop which facilitates healing for Indigenous communities, families or individuals. Examples could include workshops that are held at a centre or workshop sessions held on-Country.
Service review	Reviewing the service provided with the client. Note: this service requires direct contact with the client.
Service transition	Assist a client to plan for or undertake transition from one service to another.
Exit interview	A client’s final session with the program.

Community-led Prevention Service, Programs and Campaigns for Aboriginal and Torres Strait Islander Children

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

The Program assists Aboriginal and Torres Strait Islander communities by helping service providers design tailored activities that align with the unique histories and needs of each community.

Grant activities include trauma informed training through mentoring, on-country camps supporting generational change, youth counselling, on country learning sessions and family nights, and the development of guidance material that will contribute towards developing community-led services, and programs to support Aboriginal and Torres Strait Islander children to heal from experiences of violence.

Who is the primary client?

The primary client directly receiving services from this program is children and their relevant family / carers / kin members who receive services.

What are the key client characteristics?

Persons:

- under 18 years / children
- parents / carers / kin of children under 18 years
- identifying as Aboriginal or Torres Strait Islander

Support people

- Carers of clients / care recipients
- Families / relatives of clients
- Guardians of clients

Should unidentified clients be recorded?

This program activity predominantly provides service where clients are known. However group activities can affect this, it is expected that no more than **25% of clients** should be recorded as unidentified for this program activity.

The partnership approach

For this program activity, all organisations are required to participate in the partnership approach for recording an extended set of data.

Extended data

The extended data set includes information about a client's presenting needs and circumstances, such as the reason for seeking assistance, referrals (in and out), household composition and income status.

For this program activity, it is a requirement for organisations to collect and record the following additional data fields:

Session level data	Case level data
▪ Service setting ▪ Referral type	▪ Reason for seeking assistance ▪ Referral source

Session level data	Case level data
▪ Referral purpose	▪ Client exit reason

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Intake / Assessment	An initial meeting, with the intention to gathering information on clients' needs or eligibility, matching clients to services.
Information / Advice / Referral	Provision of standard advice, guidance or information on a specific topic, and referrals on to another service.
Advocacy / Support	Includes advocating for, problem solving and being an intermediary for Indigenous children, young people, families and communities, to help and inspire people to find the support that's right for them.
Child Focused Activity	Activity undertaken that focus on the child.
Community Engagement	Engage with Indigenous community groups; to assist a community to establish formal or informal groups or help develop community connections with a range of sources.
Domestic and family violence support	A range of supports for clients experiencing domestic and family violence.
Education and skills training	Assist a client in learning or building knowledge about a topic or aimed at developing a skill or enhancing a skill relevant to the client's circumstances.
Family capacity building	Activities that promote strong family interactions, such as group workshops/activities.
Workshops - Tailored	This is any workshop that aims to facilitate healing for Indigenous communities, families or individuals. Examples could include: grief and loss workshops.
Exit interview	A client's final session with the program. Accompanied by the 'Exit reason' field at the case level and may include a SCORE assessment.

Domestic Violence Response Training (DV-alert)

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

The Domestic Violence Response Training (DV-alert) program provides free, nationally accredited training to community frontline workers to improve their ability to recognise and respond to signs of domestic violence, as well as refer people to the most appropriate services. The program also offers free non-accredited awareness workshops to members of the public.

Who is the primary client?

Primary clients for accredited training are health, allied health and community frontline workers assisting people in the community who are experiencing, or at risk of, domestic and family violence. Primary clients for DV-alert awareness workshops are members of the public and organisations. The Brothers Standing Tall awareness workshops on family violence is specifically for First Nations males aged 18 years and over where workshops are tailored to the specific community.

What are the key client characteristics?

Accredited Training

Primary clients for accredited training are health, allied health and community frontline workers assisting people in the community who are experiencing, or at risk of, domestic or family violence.

To be eligible to receive accreditation, participants must undertake a four-step process. Participants must attend a 2-day DV-alert Foundations workshop and complete a DV-alert eLearning Foundations course (11 hours) followed by a 1-day focused workshop. Assessment is the final step to gain accreditation. Some students who complete training requirements may elect not to undertake the final assessment to gain accreditation.

Awareness Workshops

Primary clients for DV-alert awareness workshops are members of the public and organisations. The Brothers Standing Tall awareness workshop on family violence is specifically for First Nations males aged 18 and over where workshops are tailored to the specific community.

Who might be considered 'support persons'?

Support persons are not applicable for DV-alert.

How could cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A "group session" means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
2. Group sessions should be distinguished from "community sessions", where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for at least 50 per cent of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client's service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered.

Circumstances	Goals	Satisfaction
▪ Education and skills training	▪ Changed knowledge and access to information ▪ Changed skills	▪ I am satisfied with the services I have received

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Awareness session – 2 hours	**2-Hour DV-aware is an awareness workshop (two hours, non-accredited)** that helps raise the awareness of the public around the issues of domestic and family violence. Participants will gain some basic knowledge and tools to recognise the signs of domestic and family violence and provide an opportunity to reflect on what they can do as an individual or group to prevent family violence.
Awareness session – 1 day	**1-Day DV-aware is an awareness workshop (one day, non-accredited)** that is available to the public and organisations to provide more in-depth learning around the issues of domestic and family violence. Participants will gain some basic knowledge and tools to recognise the signs of domestic and family violence and provide an opportunity to reflect on what they can do as an individual or group to prevent family violence.
Awareness session – Brothers Standing Tall	**Brothers Standing Tall is an awareness workshop (two hours, non- accredited)** on family violence specifically for First Nations men aged 18 and over with workshops tailored to the specific community. The workshop provides a space for First Nations men to learn and have a yarn about family violence and its impact on their communities. They are encouraged to reflect on what they can do to prevent family violence in their community. Participants will gain some basic knowledge and tools to recognise the signs of family violence and provide an opportunity to reflect on what they can do as an individual or group to prevent family violence.

Service Type	Example
General workshop	**DV-alert Foundations workshops (two days, accreditation component)** are designed to build the knowledge and capacity of community frontline workers in Australia to provide appropriate support to women and children experiencing domestic and family violence in Australia. Foundations workshops involve attending a two-day practical workshop where participants will learn how to recognise the signs of domestic and family violence, how to respond to someone experiencing domestic and family violence and what best practice methods should be used to refer people to the most appropriate support service. To be eligible to attend, participants must work or volunteer in a community frontline capacity supporting the general community.
Indigenous workshop	**DV-alert First Nations workshops (two days, accreditation component or accredited workshop)** are designed to build the knowledge and capacity of community frontline workers supporting First Nations communities to provide appropriate support for women and children experiencing violence. The drivers of violence against First Nations women and children are complex and multi-faceted. Participants will learn how to recognise the signs of domestic and family violence, how to respond to someone experiencing domestic violence, and best practice methods that should be used to refer people on to the most appropriate support service. Lifeline engages and consults with First Nations communities to obtain endorsement prior to delivering DV-alert First Nations workshops within that community. Workshops are co-delivered with recognised First Nations training partners. **Note: When delivered in RA1-2 these workshops are an accreditation component, when delivered in RA3-5 they are a standalone accredited workshop to provide equitable access for rural and remote communities.**
Foundation E-learning online workshop	**DV-alert eLearning Foundations (11 hours, accreditation component)** is for community frontline workers in Australia to supplement their learning to continue to build their knowledge and capacity to provide appropriate support to women and children experiencing violence in Australia. Completed either before or after the Foundations workshop, participants will work at their own pace to complete this 11-hour course to deepen their learning on how to recognise the signs of domestic and family violence, respond to someone experiencing domestic and family violence, and know about the best practice methods that should be used to refer people on to the most appropriate support service.

Service Type	Example
Multicultural workshop	**DV-alert Multicultural focused workshops (one day, accreditation component)** are designed to build the knowledge and capacity of community frontline workers supporting multicultural communities to provide appropriate support to women and children experiencing violence in Australia. While taking into account the unique issues and contexts faced by multicultural communities in Australia, participants will learn how to recognise the signs of domestic and family violence, how to respond to someone experiencing domestic violence, and what best practice methods should be used to refer people on to the most appropriate support service. Workshops are co-delivered with recognised Multicultural training partners. Participants may access this course as part of the Assessment or Learning Pathway. To be eligible to attend, participants must have completed any 2-day DV-alert workshop.
First Nations workshop	**DV-alert First Nations focused workshops (one day, accreditation component)** are designed to build knowledge and capacity of community frontline workers supporting First Nations communities to provide appropriate support to First Nations women and children experiencing violence in Australia. Drivers of violence against First Nations women and children are complex and multi-faceted. Participants will learn how to recognise the signs of domestic and family violence, how to respond to someone experiencing domestic violence, and best practice methods that should be used to refer people on to the most appropriate support service. Lifeline engages and consults with First Nations communities to obtain endorsement prior to delivering DV-alert First Nations workshops within that community. Workshops are co-delivered with recognised First Nations training partners. Participants may access this course as part of the Assessment or Learning Pathway. To be eligible to attend, participants must have completed any 2-day DV-alert workshop.

Service Type	Example
Disability workshop	**DV-alert Women with Disability focused workshops (one day, accreditation component)** are designed to build the knowledge and capacity of community frontline workers supporting disability communities to provide appropriate support to women and children experiencing violence in Australia. Participants attending a one-day Women with Disability workshop learn how to recognise the signs of domestic and family violence within the context of disability, how to respond to a woman with disability who is experiencing domestic and family violence, and what best practice methods should be used to refer to the most appropriate support service. Workshops are co-delivered with recognised Women with Disability training partners. Participants may access this course as part of the Assessment or Learning Pathway. To be eligible to attend, participants must have completed any 2-day DV- alert workshop.
Specialist support	**DV-alert Gendered Violence in Diverse Communities workshops (one day, accreditation component)** are designed to introduce participants to gendered violence in diverse communities which include trafficking/slavery, forced marriage, dowry abuse and female genital mutilation/cutting. Participants learn about recognising the signs of gendered violence in diverse communities, and how to respond appropriately and refer people for specialist support. Workshops are co-delivered with recognised Gendered Violence in Diverse Communities training partners. Participants may access this course as part of the Assessment or Learning Pathway. To be eligible to attend, participants must have completed any 2-day DV-alert workshop.
Interpreter workshop	**DV-alert Engaging with Interpreters focused workshops (one day, accreditation component)** are designed to build the knowledge and capacity of community frontline workers working with interpreters to provide appropriate support to women and children experiencing, or at risk of, domestic and family violence in Australia. Across the one-day workshop, participants will learn how to work with interpreters to recognise the signs of domestic and family violence and how to respond through an interpreter to someone experiencing domestic and family violence. Participants will also learn the role of interpreters, barriers to effective interpreting, assessing the need for an interpreter, safety strategies, and learn about cultural values that may influence communication and referral. Workshops are co-delivered with recognised Interpreter training partners. Participants may access this course as part of the Assessment or Learning Pathway. To be eligible to attend, participants must have completed any 2-day DV- alert workshop.

Service Type	Example
Information/Advice/Referral	**DV-alert Men who use Violence focused workshops (one day, accreditation component)** are designed to provide education around the drivers of men's use of violence, and how to take actions that will lower the risk these men present to their partners and children. Participants will not learn counselling, therapy or behaviour change skills. Workshops are co-delivered with recognised Men who use Violence training partners. Participants may access this course as part of the Assessment or Learning Pathway. To be eligible to attend, participants must have completed any 2-day DV-alert workshop.
LGBTQ+ workshop	**DV-alert Working with LGBTQ+ Communities focused workshops (one day, accreditation component)** are designed to strengthen frontline workers' knowledge, confidence and practical skills to recognise, respond to and refer LGBTQ+ people who are at risk or experiencing domestic and family violence across Australia. By building more tailored frontline capability, this workshop will help improve the safety, suitability and quality of responses, so that LGBTQ+ victim-survivors are more likely to be understood and connected with the most appropriate and effective support. Workshops are co-delivered with recognised Working with LGBTQ+ Communities training partners. Participants may access this course as part of the Assessment or Learning Pathway. To be eligible to attend, participants must have completed any 2-day DV- alert workshop.
Core Component Completed	**Assessment (one hour, accreditation component)** is the final step in the Assessment Pathway to receive the unit of competency CHCDFV001 Recognise and respond appropriately to domestic and family violence. Assessments are undertaken virtually, with a short element to be completed online beforehand.
E-learning online workshop	The **DV-alert eLearning General course (accredited)** is for community frontline workers in Australia who are not able to attend the face-to-face Learning Pathway to assessment. DV-alert aims to build the knowledge and capacity of community frontline workers to provide appropriate support to women and children experiencing violence in Australia. Over a period of up to nine weeks, participants will work at their own pace to learn how to recognise the signs of domestic and family violence, respond to someone experiencing domestic and family violence, and know about the best practice methods that should be used to refer people on to the most appropriate support service.

Service Type	Example
Disability eLearning	The **DV-alert eLearning Working with Women with Disability course (accredited)** is for community frontline workers in Australia who are not able to attend the face-to-face Learning Pathway to assessment. The aim is to provide an accessible accredited learning package to frontline workers specific to the disability sector. Over a period of up to nine weeks, participants will learn to recognise and respond to the signs of domestic and family violence experienced by women with disability, and best practice methods to refer individuals to the most appropriate support service. Participants will learn about the additional barriers faced by people with disability in seeking help and finding pathways to safety.

Family, Domestic and Sexual Violence Programs in Aboriginal and Torres Strait Islander Community-Controlled Organisations

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

This program will support Aboriginal and Torres Strait Islander Community-Controlled Organisations (ACCOs) in culturally, geographically, and socially diverse contexts to deliver a range of family, domestic and sexual violence (FDSV) programs. Activities include trauma-informed FDSV client services, establishing or expanding primary prevention initiatives, building workforce capacity, and innovation in program design to meet emerging issues.

Intended Program Activity Outcomes

The intended outcomes of the client-facing elements of the program are:

- Clients can access culturally safe FDSV services when they need them.
- Services provided to clients are culturally safe, respecting clients' cultural values, traditions, and preferences
- Clients are connected to their local Aboriginal and Torres Strait Islander communities through culturally relevant programs, activities, and support networks
- Clients feel empowered to seek help and advocate for their own needs within the FDSV system
- Clients have access to ongoing support services and/or FDSV resources.

Who is the primary client?

The primary client directly receiving services from this program is Aboriginal and Torres Strait Islander people who have or are at risk of experiencing FDSV.

What are the key client characteristics?

- Persons identifying as Aboriginal and/or Torres Strait Islander

How could cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A "group session" means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
2. Group sessions should be distinguished from “community sessions”, where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client’s service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client’s outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered.

Circumstances	Goals	Satisfaction	Community
▪ Community participation and networks ▪ Education and skills training ▪ Mental health, wellbeing and self-care ▪ Personal and family safety	▪ Changed behaviours ▪ Changed knowledge and access to information ▪ Changed skills	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and	▪ Group/ community knowledge, skills, attitudes and behaviours ▪ Organisational knowledge, skills and practices

	▪ Engagement with relevant support services	understood my issues	

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Counselling	Counselling services delivered by a professional counsellor to couples, families, children or vulnerable people experiencing issues related to family, domestic and sexual violence.
Domestic and Family Violence support	Support delivered by a caseworker or social worker to clients experiencing family, domestic and/or sexual violence. Sessions where a caseworker or social worker supports a client to access relevant services and/or provides support for individuals to manage problems such as family violence.
Goal setting	Formal identification of issues, strategy development for addressing those issues, and stocktake of progress against agreed goals.
Specialist support	Support delivered by a specialist, suitably qualified professional. This may include support by a psychologist or sexual assault therapist, for example, to provide therapeutic interventions or related services to individuals experiencing or using family, domestic and/or sexual violence. Other specialist support includes family mediation.
Advocacy/support	Includes advocating for, problem solving and being an intermediary for Indigenous children, young people, families and communities, to help and inspire people to find appropriate support.
Information/advice/referral	Provision of standard advice, guidance or information on a specific topic, and referrals on to another service.
Intake/ assessment	An initial meeting, with the intention to gather information on clients' needs or eligibility, matching clients to services.
Indigenous healing workshop	This is any group session or activity which facilitates healing for Indigenous communities, families or individuals. Examples could include: • Workshops that are held at a centre • Workshop session held during on-Country camps
Service review	Reviewing the service provided with the client. Note: this service requires direct contact with the client.
Service transition	Assist a client to plan for or undertake transition from one service to another.

Forced Marriage Specialist Support Program

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

The Forced Marriage Specialist Support Program (FMSSP) provides non-time limited tailored services and support nationally to those who are at risk of, or who have experienced, forced marriage. This may include support such as counselling, temporary accommodation and financial support. The program recognises that the individual needs of victims and survivors may vary, and the supports provided through the program aim to help the client meet their long-term recovery and healing needs and goals. The program also aims to deliver targeted education and awareness raising on forced marriage, to foster behaviour change and strengthen family relationships.

Who is the primary client?

The primary client directly receiving services from this program is people who are at risk of, or who have experienced, forced marriage.

What are the key client characteristics?

Persons:

- Who have arrived in Australia in the last five years
- On a Humanitarian Visa
- from a cultural and linguistically diverse background
- under 18 years / children

Support people

- Families / relatives of clients
- Case / Support workers
- Guardians of clients
- Legal Representatives of clients
- Community Leaders / Mentors / Informal Care Givers.

How could cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A "group session" means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
2. Group sessions should be distinguished from “community sessions”, where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client’s service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client’s outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered.

Circumstances	Goals	Satisfaction	Community
▪ Family functioning ▪ Financial resilience ▪ Material wellbeing and basic necessities ▪ Mental health, wellbeing and self-care	▪ Changed knowledge and access to information ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	▪ Group/ community knowledge, skills, attitudes and behaviours

	support services ▪ Changed impact of immediate crisis		

Completing a Circumstances SCORE assessment

All organisations must use the following Circumstances domains and descriptions when assessing clients. Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

Circumstances	1	2	3	4	5
Family Functioning	I don't get along with my family and have a lot of conflict. This has a profound negative impact on my daily life.	I have some difficulty getting along with my family. This has a negative impact on my daily life.	Sometimes I don't get along with or communicate well with my family, but this is improving.	I get along with and communicate well with my family. I have difficulties only occasionally.	I get along and communicate very well with my family, and this has positive impacts on my daily life.
Financial Resilience	I have a lot of difficulty finding money for emergencies and can't seem to get ahead.	I have some difficulty finding money for emergencies.	I have money for some situations but occasionally have difficulty making ends meet.	I have money for most situations and spend less than I earn.	I have enough money for any situation and can set aside money for future needs.
Material well-being	I have no access to the basic material resources I need like food, clothes, transport or keeping warm.	I have access to some of the basic material resources I need, but sometimes I need to decide which resources to go without.	I think I am 'getting along' and generally I have access to most of the basic material resources I need.	I think I am 'reasonably comfortable' and have access to the material resources I need. I don't go without resources such as food, clothes, transport or keeping warm.	I think I am 'very comfortable' and that I have access to all the material resources I need.

Mental health, wellbeing & self-care	My mental health is very poor, and this has a profound negative impact on my daily life.	My mental health is quite poor, and this has a negative impact on my daily life.	My mental health is okay and only sometimes negatively impacts my daily life.	My mental health is quite good and only occasionally negatively impacts my daily life.	My mental health is very good and rarely if ever negatively impacts my daily life.

Completing a Goals SCORE assessment

All organisations must use the following SCORE descriptions when assessing clients in the following Goals domains. Organisations should refer to [How to use SCORE with clients | Data Exchange]() for guidance on conducting SCORE assessments with clients.

Goals	1	2	3	4	5
Changed Knowledge	I know nothing about my rights and how to access support to improve my current circumstances	I know a little about my rights and how to access support improve my current circumstances	I have reasonable knowledge about my rights and how to access support to improve my current circumstances	I have good knowledge about my rights and how to access support to improve my current circumstances	I have very good knowledge about my rights and how to access support to improve my current circumstances
Empowerment, choice & control to make own decisions.	I have no confidence to make decisions that improve my circumstances. This lack of confidence has profound negative impacts.	I have limited confidence and limited power to make decision that improve my circumstances. This lack of confidence and choice has negative impacts.	I have some confidence and some control in making decisions that improve my circumstances. At times a lack of confidence and choice has a negative impact.	Most of the time I have high confidence and feel better empowered to make decisions that improve my circumstances. A lack of confidence rarely has negative impacts.	I have very good confidence and feel empowered to make decisions that improve my circumstances.
Engagement with relevant support services	I have a lot of difficulty engaging and working with services to help me improve my circumstances	I have some difficulty engaging and working with services to help me improve my circumstances	I occasionally have difficulty engaging and working with services to help me improve my circumstances	I seldom have difficulty engaging and working with services to help me improve my circumstances	It is easy to work with services to help me improve my circumstances. I rarely have difficulties

Impact of immediate crisis	Right now, I am facing a crisis that I struggle to cope with and this has a negative impact on my life	The immediate crisis I am facing is difficult and has a negative impact on my life. I am interested in improving this	The immediate crisis I am facing is sometimes difficult but I am working with a service to improve this	The crisis I am facing is lessening and the service I am working with has helped me improve this	I am no longer facing an immediate crisis and the service helped me manage this

Completing a Satisfaction SCORE assessment

All organisations must use the following SCORE descriptions when assessing clients in the following Satisfaction domains. Organisations should refer to [How to use SCORE with clients | Data Exchange] for guidance on conducting SCORE assessments with clients.

Satisfaction	1	2	3	4	5
The service listened to me and understood my issues.	The service does not listen or understand my issues at all.	The service listens a little bit or understands some of my issues.	The service sometimes listens or understands my issues.	The service listens to me and understands my issues a lot of the time.	The service always listens to me and understands my issues.
I am satisfied with the services I have received	I am not satisfied	I am a little satisfied	The service was ok	I am mostly satisfied	I am very satisfied
I am better able to deal with issues that I sought help with	My ability to deal with the issues I sought help with is the same	I can occasionally deal with the issues I sought help with	Sometimes I can deal with the issues I sought help with	Most often I am able to deal with the issues I sought help with	I am always able to deal with the issues I sought help with

Completing a Community SCORE assessment

All organisations must use the following SCORE descriptions when assessing clients in the following Community domains. Organisations should refer to [How to use SCORE with clients | Data Exchange] for guidance on conducting SCORE assessments with clients.

Community	1	2	3	4	5
Group/ community knowledge, skills, attitudes and behaviours	No change in knowledge, skills, attitudes, behaviours	Limited change in knowledge, skills, attitudes, behaviours – but emerging engagement	Limited change in knowledge, skills, attitudes, behaviours – but strong engagement	Moderate change in knowledge, skills, attitudes, behaviours	Significant positive change in knowledge, skills, attitudes, behaviours

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Intake / Assessment	An initial meeting, with the intention to gathering information on clients' needs or eligibility, matching clients to services.
Information / Advice / Referral	Provision of standard advice, guidance or information on a specific topic, and referrals on to another service.
Advocacy / Support	Advocating on a client's behalf to another entity such as a government body or other organisation.
Accommodation assistance	Providing short term accommodation for victims of forced marriage.
Counselling	Assistance delivered to the client by an appropriately qualified staff member to help the person work through a particular issue.
Domestic and family violence support	Supporting a client experiencing domestic and family violence.
Education and skills training	Assist a client in learning or building knowledge about a topic or aimed at developing a skill or enhancing a skill relevant to the client's circumstance
Family mediation	Mediation to achieve reconciliation, settlement or compromise.
Financial assistance	Providing help to pay for supports and services to improve a client's wellbeing. Provide assistance with payment of rent or mortgage cost.
Goal setting	Preparing an individualised case plan for a client based on their circumstances, needs and the barriers they face.
Health care assistance	Assistance to help pay for medical bills and/or chemist vouchers for medication.
Intensive support	Where a client is being case managed or receiving intensive support services.
Exit interview	A client's final session with the program.

Gender and Disaster Recovery

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

To improve the safety of women and children experiencing and recovering from disasters. Natural disasters are often linked with increased rates of family violence, either through increased intensity of violence where it already exists in relationships, or through the triggering of new violent behaviours. Training provided under this Grant assists first responders and service providers to better recognise and respond to family and domestic violence.

Who is the primary client?

The primary clients for this program are frontline responders, service providers and targeted agencies who provide assistance to members of the community at times when natural disasters strike. Examples include, but are not limited to, Rural Fire Service, State Emergency Services, Red Cross and other frontline workers from Local Councils, Community Health and volunteer organisations.

Who might be considered 'support persons'?

Support persons are not applicable for this program activity.

How could cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A "group session" means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
2. Group sessions should be distinguished from "community sessions", where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client's service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered.

Circumstances	Goals	Satisfaction
▪ Education and skills training	▪ Changed knowledge and access to information ▪ Changed skills	▪ I am satisfied with the services I have received

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Training Module 1	**Lessons in Disaster Sessions (LIDS)** **LIDS Training – Session 1: Gender and Disaster – the Evidence** This training is designed to strengthen the capacity of health, community and emergency sectors to challenge gender stereotypes in a disaster context. This may be delivered virtually or in person.
Training Module 2	**LIDS Training – Session 2: The Drivers of Family Violence in Disasters** This training is designed to strengthen the capacity of health, community and emergency sectors to challenge gender stereotypes in a disaster context. This may be delivered virtually or in person.
Training Module 3	**LIDS Training – Session 3: Disaster, Gender and Diversity** This training is designed to strengthen the capacity of health, community and emergency sectors to challenge gender stereotypes in a disaster context. This may be delivered virtually or in person.
Training Module 4	**LIDS Training – Session 4: Working Towards Change** This training is designed to strengthen the capacity of health, community and emergency sectors to challenge gender stereotypes in a disaster context. This may be delivered virtually or in person.
Mentoring/Peer Support	**Train the Trainer Sessions (TTT)** This is a two-day intensive program designed to provide participants with the capability to deliver the Lessons in Disaster Sessions. **Note**: Train the Trainer training is only available to those who have completed all four Lessons in Disaster training sessions.

Note: A client can be recorded as having attended a combination of the listed training service types on any day. However, they cannot be recorded as having attended multiple of the same service type on one day.

Healthy Masculinities Trial and Evaluation (Healthy MaTE)

Description

The Healthy MaTE program is a prevention project aimed at designing, trialling and evaluating activities to support the development of healthy masculinities and respectful relationships in boys and young men in secondary schools and community sport settings, with the goal of ending gender-based violence

Who is the primary clients?

The primary clients directly receiving services from this program are school aged (11-19 years old) boys and young men (inclusive of anyone who identifies as a boy or man).

For DEX, eligible boys are those with a chosen gender classification as 'man or male' or '[I/they] use a different term'.

What are the key client characteristics?

Boys and young men aged 11-19 years.

Should unidentified clients be recorded?

This program activity predominantly provides supports where clients are known to the service. However, group activities / community events could include some unidentified clients. It is expected that the majority (**above 50 per cent**) of clients will be recorded as known (de-identified) for this program activity.

For this program activity, when should each service type be used?

Service Type	Example
Workshops	Supporting school-aged boys and young men to understand and develop healthy masculinities through discussion, workshops and activities in group settings.
Community capacity building	Activities that promote to the community the importance of supporting healthy masculinities. This includes broader school, sporting or local communities (e.g. discursive workshops with parents and teachers).
Education and skills training	Training for coaches, teachers, mentors etc to develop skills and knowledge in how to facilitate healthy masculinity curriculum, discussion and/or workshops (train the trainer style sessions).

Helping Children Heal

Description

Helping Children Heal aims to improve social, emotional and educational outcomes for children who have experienced family and domestic violence.

This program will facilitate therapeutic activities for children, as well parenting focussed activities for their parent/carer. Activities will occur individually, and in groups. Through participation in trauma-informed, therapeutic care, children will be equipped with the understanding and skills needed to develop healthy ways of engaging with others. The program also aims to restore and strengthen mother and child relationships, which are often damaged due to the trauma experienced by mothers who are victims of violence.

Who is the primary client?

Children and young people aged 6-12 years, their immediate siblings and their parent/carers who have experienced family and domestic violence and are currently receiving assistance through the Women and Girls Emergency Centre (WAGEC).

What are the key client characteristics?

- Children aged 6–12 years and immediate siblings
- The parent or other adult (carer)
- Persons from a cultural and linguistically diverse background
- Persons identifying as Aboriginal or Torres Strait Islander
- Persons living in crisis, emergency or transition accommodation or are living in their own home
- Persons identifying as having a condition, impairment or disability

Who might be considered ‘support persons’?

For this program activity, support persons may include guardians, relatives, case / support workers, community leaders, mentors, and informal care givers.

Recording support persons is voluntary. Staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

How should cases be set up?

There is no formal case structure recommended for this program activity. However, the organisation can create a separate case for each client (i.e. child) accessing services. To protect client privacy, the organisation should never record any identifiable client information, such as the client’s name, in the Case ID field.

The Partnership Approach

For this program activity, the provider is required to participate in the Partnership Approach. As part of the Partnership Approach, they must record client outcomes known as Standard Client/Community Outcomes Reporting (SCORE) reporting. The Partnership Approach also includes recording an extended set of data.

The organisation must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstances SCORE for **at least 50 per cent** of identified clients.
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of identified clients.
- Report Satisfaction SCOREs for **at least 10 per cent** of identified clients.

When assessing SCORE for a client that is a child, the child's parent/carer should answer on their behalf, ensuring the *child's* experience is recorded.

A client SCORE assessment for Circumstances and Goals is recorded at least twice– once towards beginning of service delivery, and once again towards the end of service delivery to track how the client's outcomes change over time.

A client Satisfaction assessment should only be recorded towards the end of service delivery.

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record SCORE assessments in the following domains. Some domains are only relevant to children and some to parents. Check the rubric below for more detail.

Circumstances	Goals	Satisfaction
▪ Age-appropriate development ▪ Education and skills training ▪ Employment ▪ Parent engagement (Family functioning) ▪ Housing ▪ Material wellbeing and basic necessities ▪ Mental health, wellbeing and self-care ▪ Personal and family safety ▪ Physical health	▪ Changed behaviours ▪ Changed knowledge and access to information ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues

When recording a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment. When a parent/carer answers on behalf of a child, this is recorded as 'SCORE directly – support person'.

Completing a Circumstances SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions as a guide when assessing clients in the following ***Circumstances*** domains.

Circumstances	1	2	3	4	5
Age-appropriate development For parents / carers	My child does not appear to be meeting any of the developmental milestones appropriate for their age.	My child appears to be meeting only one or two of the developmental milestones appropriate for their age.	My child appears to be meeting many of the developmental milestones appropriate for their age.	My child appears to be meeting most of the developmental milestones appropriate for their age.	My child is meeting all the developmental milestones appropriate for their age.
Education and skills training For children - parents/carers can answer on behalf of the child	My child / I am not attending school at all.	My child / I am rarely attends/ attending school and is disengaged from learning activities.	My child / I am attends/ attending school sometimes and is often disengaged from learning activities.	My child / I attends/ attending school most of the time and is generally engaged with learning activities	My child / I regularly attends/attend school and is/am actively engaged with learning activities.
Parent Engagement (Family functioning) For parents / carers	I never have fun with my child.	I rarely have fun with my child.	I sometimes have fun with my child.	I often have fun with my child.	I have fun everyday with my child.
Housing For parents / carers	I do not have access to stable adequate housing.	I have access to housing, but it is unstable and inadequate.	I have access to housing that is stable most of the time but not adequate.	I have access to housing that is stable most of the time and adequate.	I have access to housing that is stable and adequate.
Material Wellbeing and basic necessities For children - parents/carers can answer on behalf of the child	My child / I regularly goes/ go without basic necessities they need like food, adequate clothes, transport, health care or essential equipment.	My child / I sometimes has/ have to decide which basic necessities my child will go without.	My child / I has/ have access to basic necessities but there are no resources for extras.	My child / I has/ have access to all their basic necessities as well as occasional extra activities and materials.	There are enough family resources for all basic necessities for my child / for me to engage in activities and interests of their / my choice.

Circumstances	1	2	3	4	5
Mental health, wellbeing and self-care For children - parents/carers can answer on behalf of the child	My child's / my mental health stops them / me from doing all of the things they /I enjoy.	My child's / my mental health stops them / me from doing most of the things they / I enjoy.	My child's / my mental health sometimes stops them / me from doing the things they / I enjoy.	My child's / my mental health rarely stops them / me from doing of the things they / I enjoy.	My child's / my mental health almost never stops them / me from doing the things they / I enjoy.
Personal and family safety For children - parents/carers can answer on behalf of the child	My child / I does/do not feel safe where my child / I lives/live.	My child / I rarely feels/ feel safe where my child / I lives/live.	My child / I sometimes feels/ feel safe where my child / I lives/ live.	My child / I feels/ feel safe where my child / I lives/ live most of the time.	My child / I feels/ feel safe where my child / I lives/live.
Physical health For children - parents/carers can answer on behalf of the child	My child's / My physical health stops them / me from doing all of the things they / I want to do.	My child's / My physical health stops them / me from doing most of the things they / I want to do.	My child's / My physical health stops them / me from doing some of the things they / I want to do.	My child's / My physical health rarely stops them / me from doing the things they / I want to do.	My child's / My physical health never stops them / me from doing the things they / I want to do.

When recording a SCORE Circumstance assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment, specifically:

- 'Assessed by Client' if the child answers
- 'Assessed by Support Person' if the parent/carer answers.

Completing a Goals SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Goals domains.

Complete Goal SCORE assessment for parents/carers only.

Goals	1	2	3	4	5
Changed behaviours For parents / carers	I have no goals in place to change my behaviour.	I have identified goals to change my behaviour.	I am starting to make progress towards achieving my behaviour goals.	I am making good progress towards achieving my behaviour goals.	I have achieved my behaviour goals.
Changed knowledge and access to information For parents/ carers	I am not attending any parenting coaching classes right now.	I have signed up to attend a parenting coaching class.	I have recently started attending a parenting coaching class.	I am almost finished with the parenting coaching class I am attending.	I have finished the parenting coaching class I was attending.

Goals	1	2	3	4	5
Changed Skills For parents/ carers	I feel like I don't have any of the knowledge or skills I need to be a good enough parent.	I feel like need significantly more knowledge and skill to be a good enough parent.	I need more knowledge and skill to be a good enough parent.	I have most of the skills and knowledge I need to be a good enough parent.	I have all the skills and knowledge I need to be a good enough parent.
Engagement with relevant support services For parents/carers	I am not working with any support services that help me improve my and/or my child's situation.	I am working with a support service to improve my and/or my child's current situation, but it is not helping.	I am working with a support service to improve my and/or my child's current situation and it is helping a bit.	I am working with a support service to improve my and/or my child's current situation and it is making a big difference.	I am working with one or more support service that is meeting all of my and my child's needs.

Completing a Satisfaction SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions as a guide when assessing clients in the following Satisfaction domains.

Complete Satisfaction SCORE assessment for parents/carers only.

Satisfaction	1	2	3	4	5
I am better able to deal with issues that I sought help with For parents/ carers	I cannot deal with the issues I sought help with.	I can occasionally deal with the issues I sought help with.	Sometimes I can deal with the issues I sought help with.	Most often I am able to deal with the issues I sought help with.	I am always able to deal with the issues I sought help with.
I am satisfied with the services I have received For parents/ carers	I am very unsatisfied.	I am a little unsatisfied.	I am somewhat satisfied.	I am mostly satisfied.	I am very satisfied.
The service listened to me and understood my issues For parents/ carers and children	The service does not listen or understand my issues at all.	The service listens a little bit or understands some of my issues.	The service sometimes listens or understands my issues.	The service listens to me and understands my issues most of the time.	The service always listens to me and understands my issues.

Collecting extended data

For this program activity, it is expected organisations collect and record the following additional data fields in relation to the parent/carer:

Client Level Data	Session level data	Case level data
▪ Employment status ▪ Homeless indicator ▪ Is client a carer	▪ Referral out (type and purpose) ▪ Service setting	▪ Attendance profile ▪ Referral in (source and reason for seeking assistance) ▪ Exit reason

You may record other outcomes and extended client details, if you think it is appropriate for your program and for your clients.

For this program activity, when should each service type be used?

Service Type	Example
Child Focused Activity	**Applicable to children only** Individualised sessions for children (such as tutoring, therapeutic play, homework support).
Child / Youth Focused Groups	**Applicable to children only** Attendance at group sessions (such as Homework Hubs, therapeutic groups).
Specialist support	**Applicable to children only** Includes access to therapeutic children's programs and services, individual and multidisciplinary specialist (such as psychologist, psychiatrist and paediatrician) services, support plans and assessments.
Counselling	**Applicable to parents / carers only** Counselling activities that include attachment-based family therapy and psychological counselling services delivered / facilitated by a qualified practitioner.
Mentoring / peer support	**Applicable to parents / carers only** Parenting programs delivered individually, such as one-on-one coaching.
Parenting programs	**Applicable to parents / carers only** Attendance at Parenting programs delivered in a group, such as Circle of Security or Bringing Up Great Kids: Parenting After Violence.
Advocacy / Support	**Applicable to parents / carers and or children** Advocating on behalf of parent / carer and or child or collaboration with other services and specialists.
Exit interview	**Applicable to parents / carers and children** A client’s final session with the program. Accompanied by the ‘Exit reason’ field at the case level and may include a SCORE assessment.

Service Type	Example
Supported playgroups	**Applicable to parents / carers and children** Supported therapeutic play in a group (e.g. with siblings, parent/carer or other children) to support processing of traumatic experiences, repair of family relationships, and strengthening of bonds that enable positive parenting.

Keeping Women Safe in their Homes

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

Keeping Women Safe in their Homes is a program designed to undertake risk assessment, safety planning and security upgrades for women and children experiencing domestic and family violence so they can stay safe in their own homes, or a home of their choice.

Who is the primary client?

Primary clients for this program activity are women and children experiencing domestic and family violence.

What are the key client characteristics?

- Women experiencing domestic and family violence
- Women from a cultural and linguistically diverse background
- Women identifying as Aboriginal and/or Torres Strait Islander
- Women identifying as having a condition, impairment or disability

Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

For this program activity, support persons may include families or children of clients who are present but not directly receiving a service.

How could cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A "group session" means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.

2. Group sessions should be distinguished from "community sessions", where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client's service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered.

Circumstances	Goals	Satisfaction
▪ Financial resilience ▪ Housing ▪ Mental health, wellbeing and self-care ▪ Personal and family safety	▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services ▪ Changed impact of immediate crisis	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Intake and assessment	Initial assessment as part of program including risk assessment.
Information/Advice/Referral	Information/advice/referral as part of program case management.
Education and skills training	Advise clients of risk assessment outcomes and provide information on the use and safety of newly installed personal and home security equipment.
Counselling	Working through a particular issue such as domestic violence, as delivered by an industry recognised qualified staff member.
Advocacy/Support	As required with partner agencies and external providers.
Outreach	Where a session is delivered in a locality away from the outlet recorded against the case such as an alternative site, park, home or other non-standard location.
Family capacity building	Support actions that help the family manage their lives effectively such as: relationship building, conflict resolutions and communications, home-based support including assistance with developing family centred activities, establishing routines and practical help with tasks.
Facilitate employment pathways	Assisting clients to become ‘job ready’ by building capabilities in employment and education and linking clients with mainstream employment.
Basic home security upgrades	Improvements to make the home more secure, such as window and door locks, screens, lighting and improving visibility.
Technological safety upgrades	Provision of technology to improve personal or home safety such as CCTV, monitored alarms and personal safety devices.

Leaving Violence Program – National Program – From July 2025

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

The Leaving Violence Program supports victim survivors of intimate partner violence to make choices about leaving violent relationships through the provision of up to $5,000 in financial support and short-term referral services, risk assessments and safety planning packages to eligible victim-survivors.

Who is the primary client?

The primary client directly receiving services from this program is eligible victim-survivors of intimate partner violence who are over 18 years old and regardless of visa status or gender.

What are the key client characteristics?

- Victim-survivors of intimate partner violence
- Over 18 years old
- Residing in Australia
- Any gender
- Has left or is leaving the violent relationship

Can include persons:

- from a cultural and linguistically diverse background
- identifying as Aboriginal or Torres Strait Islander
- identifying as having a disability, impairment, or condition
- residing in a regional or remote areas

How could cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.https://dex.dss.gov.au/data-exchange-protocols

Group session census

A "group session" means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.

2. Group sessions should be distinguished from "community sessions", where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client's service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered.

Circumstances	Goals	Satisfaction
▪ Material wellbeing and basic necessities ▪ Mental health, wellbeing and self-care ▪ Personal and family safety	▪ Changed knowledge and access to information ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues

Completing a Circumstances SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Circumstances domains. Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

Circumstances	1	2	3	4	5
Material well-being and basic necessities	I have no access to the basic material resources I need like food, clothes, transport or keeping warm	I have limited access to the basic material resources I need like food, clothes, transport or keeping warm	I have access to some of the basic material resources I need like food, clothes, transport and keeping warm	I have access to most of the basic material resources I need like food, clothes, transport and keeping warm	I have access to all the basic material resources I need like food, clothes, transport or keeping warm
Mental health, wellbeing and self-care	I am in crisis regarding my mental health. Signs include very anxious, very low mood, exhausted, sickness, isolation, very poor sleep, weight loss, severe drug/alcohol abuse	I am struggling with mental health. Signs include anxious, depressed, low self-esteem, tired, poor concentration, poor sleep, poor appetite, drug/alcohol abuse	I am surviving regarding mental health. Signs include worried, nervous, edgy, irritable, self-doubting, sad, trouble sleeping, tired, distracted, socially withdrawn	I am thriving regarding mental health. Signs include normal mood, positive, calm, sleeping well, focused, eating normally, normal social activity	I am excelling regarding my mental health. Signs include cheerful, joyful, energetic, solution focused, prioritising sleep and recovery, fully realising potential, actively seeking connections
Personal and family safety	I never feel safe/I never feel that my family and I are safe	I rarely feel safe/I rarely feel that my family and I are safe	I feel safe about half the time/I feel that my family and I are safe about half the time	I usually feel safe/I usually feel that my family and I are safe	I always feel safe/I always feel that my family and I are safe

Completing a Goals SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Goals domains. Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

Goals	1	2	3	4	5
Knowledge and access to information	I have no knowledge about Family, Domestic and Sexual Violence (FDSV) services available to support me	I have limited knowledge about FDSV services available to support me	I have some knowledge about FDSV services available to support me	I have good knowledge about FDSV services available to support me	I have very good knowledge about FDSV services available to support me
Empowerment, choice and control to make own decisions	I don't feel empowered to make any decisions in my life	I feel slightly empowered to make decisions in my life	I feel moderately empowered to make decisions in my life	I feel fairly empowered to make decisions in my life	I feel completely empowered to make decisions in my life
Engagement with relevant support services	Family, Domestic, and Sexual Violence (FDSV) support services are very difficult to engage	FDSV support services are somewhat difficult to engage	FDSV support services are okay to engage	FDSV support services are somewhat easy to engage	FDSV support services are very easy to engage

Completing a Satisfaction SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Satisfaction domains. Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

Satisfaction	1.	2.	3.	4	5
The service listened to me and understood my issues	The service never listened to me or understood my issues	The service sometimes listened to me and understood my issues	The service listened to me and understood my issues about half the time	The service often listened to me and understood my issues	The service always listened to me and understood my issues

I am satisfied with the services I have received	I am not satisfied with the services provided	I am slightly satisfied with the services provided	I am moderately satisfied with the services provided	I am mostly satisfied with the services provided	I am very satisfied with the services provided
I am better able to deal with issues that I sought help with	My ability to deal with Family, Domestic and Sexual Violence (FDSV) issues is significantly worse than before engaging with the Leaving Violence Program	My ability to deal with FDSV issues is slightly worse than before engaging with the Leaving Violence Program	My ability to deal with FDSV issues is the same than before engaging with the Leaving Violence Program	My ability to deal with FDSV issues is slightly better than before engaging with the Leaving Violence Program	My ability to deal with FDSV issues is significantly better than before engaging with the Leaving Violence Program

Service Types

The table below shows the Service Types relevant to the Leaving Violence Program.

As per the DEX Protocols, only one (the most relevant) Service Type should be selected per session. Where multiple service types are provided during a session, select the service type below that is closest to the top of the table (the relevance ranking closest to 1).

For example, if the session included providing ‘financial assistance’ and a ‘referral’, the most relevant Service Type is ‘Information / advice / referral’ as this appears first in the table.

Relevance Ranking	Service Type	Example
1	Intake / assessment	This would include: - Applying over the phone - First contact after victim-survivor has submitted application - Risk assessment - Safety planning
2	Exit interview	Victim-survivor has received the financial support package (cash and goods and service components) and been referred to supports as per the victim-survivor’s needs. This selection would occur at the final contact with the victim-survivor.
3	Goal setting	Eligible victim-survivors work with the Program staff member to create goals of what they want to achieve with Program support (referred to as a Needs Assessment within the SOR). For example: - How they want to utilise the $3500 goods and services component - Other goals they want to achieve that will be achieved through referrals

4	Information / advice / referral	This would include: - Initial contact to learn about the Program - Warm referrals to other services (whether the victim-survivor is eligible or not)
5	Advocacy / support	The Program staff member supports the victim-survivor to utilise their funds to meet their goals. This may include: - Supporting the victim-survivor to engage and negotiate with external agencies such as a debt collector (see 5.3 (a) of Statement of Requirement)
6	Financial assistance	Delivering financial support including cash payment and gift cards for goods and services.
7	Service review	Victim-survivor provides feedback regarding their experience within the Program such as a complaint or requests a review of the eligibility decision.

Leaving Violence Program – Regional Trials

Description

The Leaving Violence Program Regional Trials supports victim survivors of intimate partner violence to make choices about leaving violent relationships through the provision of up to $5,000 in financial support and short-term referral services, risk assessments and safety planning packages to eligible victim-survivors.

Who is the primary client?

The primary client directly receiving services from this program is eligible victim-survivors, regardless of visa status or gender.

What are the key client characteristics?

- Victim-survivors of intimate partner violence
- Over 18 years old
- Residing in Australia
- Any gender
- Has left or is leaving the violent relationship

Can include persons:

- from a cultural and linguistically diverse background
- identifying as Aboriginal or Torres Strait Islander
- identifying as having a disability, impairment, or condition
- residing in a regional or remote areas

Should unidentified clients be recorded?

This program activity provides services that require clients to provide proof of identity to access the service. Therefore, it is expected that **no clients (0 per cent)** should be recorded as unidentified clients.

The Partnership Approach

For this program activity, all organisations are required to participate in the Partnership Approach, including:

- organisations must record client outcomes known as Standard Client/Community Outcomes Reporting (SCORE), *and*
- recording an extended set of data.

SCORE

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstances SCORE for **at least 50 per cent** of identified clients.
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of identified clients
- Report Satisfaction SCOREs for **at least 10 per cent** of identified clients.

SCORE Frequency

The minimum frequency is one assessment near the start of service delivery, and one near the end of the client's service delivery.

What areas of SCORE are most relevant?

You may record other outcomes and extended client details, if you think it is appropriate for your program and for your clients. For those SCORE domains not shown above, organisations can record a SCORE assessment as outlined in the Data Exchange Protocols.

When recording a SCORE assessment, it is required that you also record the extended data item 'Assessed by' to capture who has completed the assessment.

For this program activity, it is expected organisations collect and record SCORE assessments in the domains outlined below.

Completing a Circumstances SCORE assessment

All organisations must use the following Circumstances domains and descriptions when assessing clients:

Circumstances	1	2	3	4	5
Material well-being and basic necessities	I have no access to the basic material resources I need like food, clothes, transport or keeping warm.	I have limited access to the basic material resources I need like food, clothes, transport or keeping warm.	I have access to some of the basic material resources I need like food, clothes, transport and keeping warm.	I have access to most of the basic material resources I need like food, clothes, transport and keeping warm.	I have access to all the basic material resources I need like food, clothes, transport or keeping warm.
Mental health, wellbeing and self-care	I am in crisis regarding my mental health. Signs include very anxious, very low mood, exhausted, sickness, isolation, very poor sleep, weight loss, severe drug/alcohol abuse.	I am struggling with mental health. Signs include anxious, depressed, low self-esteem, tired, poor concentration, poor sleep, poor appetite, drug/alcohol abuse.	I am surviving regarding mental health. Signs include worried, nervous, edgy, irritable, self-doubting, sad, trouble sleeping, tired, distracted, socially withdrawn.	I am thriving regarding mental health. Signs include normal mood, positive, calm, sleeping well, focused, eating normally, normal social activity.	I am excelling regarding my mental health. Signs include cheerful, joyful, energetic, solution focused, prioritising sleep and recovery, fully realising potential, actively seeking connections.
Personal and family safety	I never feel safe/I never feel that my family and I are safe.	I rarely feel safe/I rarely feel that my family and I are safe.	I feel safe about half the time/I feel that my family and I are safe about half the time.	I usually feel safe/I usually feel that my family and I are safe.	I always feel safe/I always feel that my family and I are safe.

Completing a Goals SCORE assessment

All organisations must use the following SCORE descriptions when assessing clients in the following Goals domains.

Goals	1	2	3	4	5
Knowledge and access to information	I have no knowledge about Family, Domestic and Sexual Violence (FDSV) services available to support me.	I have limited knowledge about FDSV services available to support me.	I have some knowledge about FDSV services available to support me.	I have good knowledge about FDSV services available to support me.	I have very good knowledge about FDSV services available to support me.
Empowerment, choice and control to make own decisions	I don't feel empowered to make any decisions in my life.	I feel slightly empowered to make decisions in my life.	I feel moderately empowered to make decisions in my life.	I feel fairly empowered to make decisions in my life.	I feel completely empowered to make decisions in my life.
Engagement with relevant support services	Family, Domestic, and Sexual Violence (FDSV) support services are very difficult to engage.	FDSV support services are somewhat difficult to engage.	FDSV support services are okay to engage.	FDSV support services are somewhat easy to engage.	FDSV support services are very easy to engage.

Completing a Satisfaction SCORE assessment

All organisation must use the following SCORE descriptions when assessing clients in the following Satisfaction domains.

Satisfaction	1	2	3	4	5
The service listened to me and understood my issues	The service never listened to me or understood my issues	The service sometimes listened to me and understood my issues	The service listened to me and understood my issues about half the time	The service often listened to me and understood my issues	The service always listened to me and understood my issues
I am satisfied with the services I have received	I am not satisfied with the services provided	I am slightly satisfied with the services provided	I am moderately satisfied with the services provided	I am mostly satisfied with the services provided	I am very satisfied with the services provided

Satisfaction	1	2	3	4	5
I am better able to deal with issues that I sought help with	My ability to deal with Family, Domestic and Sexual Violence (FDSV) issues is significantly worse than before engaging with the Leaving Violence Program	My ability to deal with FDSV issues is slightly worse than before engaging with the Leaving Violence Program	My ability to deal with FDSV issues is the same than before engaging with the Leaving Violence Program	My ability to deal with FDSV issues is slightly better than before engaging with the Leaving Violence Program	My ability to deal with FDSV issues is significantly better than before engaging with the Leaving Violence Program

Extended data

The extended data set includes information about a client's presenting needs and circumstances, such as the reason for seeking assistance, referrals (in and out), household composition and income status.

For this program activity, it is required for organisations to collect and record the following additional data fields:

Client Level Data	Session level data	Case level data
▪ Employment status ▪ Homeless indicator ▪ Household composition ▪ Income (frequency and approximate gross income) ▪ Main source of income ▪ Migration visa category ▪ Arrival in Australia ▪ Carer status	▪ Interpreter present	▪ Referral source ▪ Referral to other services and referral purpose ▪ Exit reason

Service Types

The table below shows the Service Types relevant to the Leaving Violence Program.

As per the DEX Protocols, only one (the most relevant) Service Type should be selected per session. Where multiple service types are provided during a session, select the service type below that is closest to the top of the table (the relevance ranking closest to 1).

For example, if the session included providing 'financial assistance' and a 'referral', the most relevant Service Type is Information / advice / referral as this appears first in the table.

Relevance Ranking	Service Type	Example
1	Intake / assessment	This would include: - Applying over the phone - First contact after victim-survivor has submitted application - Risk assessment - Safety planning
2	Exit interview	Victim-survivor has received LVP package (cash and goods and service components) and been referred to supports as per the victim-survivors needs. This selection would occur at the final contact with the victim-survivor.
3	Goal setting	Eligible victim-survivors work with the LVP staff member to create goals of what they want to achieve with LVP support (referred to as a Needs Assessment within the SOR). For example: - How they want to utilise the $3500 goods and services component - Other goals they want to achieve that will be achieved through referrals
4	Information / advice / referral	This would include: - Initial contact to learn about the LVP - Warm referrals to other services (whether the victim-survivor is eligible or not)
5	Advocacy / support	LVP staff member supports the victim-survivor to utilise their funds to meet their goals. This may include: - Supporting the victim-survivor to engage and negotiate with external agencies such as a debt collector (see 5.3 (a) of Statement of Requirement)
6	Financial assistance	Delivering financial support including cash payment and gift cards for goods and services.
7	Service review	Victim-survivor provides feedback regarding their experience within the LVP such as a complaint or requests a review of the eligibility decision.

Local Support Coordinators

Description

Local Support Coordinators deliver support and services for women affected by domestic and family violence. This program is designed to help women navigate the service system by providing case management and facilitating the integration of the support service network.

Who is the primary client?

Primary clients for this program activity are women and children experiencing domestic and family violence.

What are the key client characteristics?

- Women experiencing domestic and family violence
- People from a cultural and linguistically diverse background
- People identifying as Aboriginal and/or Torres Strait Islander
- People identifying as having a condition, impairment or disability

Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

For this program activity, support persons may include families or children of clients who are present but not directly receiving a service.

Should unidentified clients be recorded?

Local Support Coordinators have limited use for unidentified clients. This program provides face-to-face support where clients are known to the service, therefore it is expected that **no more than 10 per cent** of your clients should be recorded as unidentified clients in each reporting period.

Please refer to the Data Exchange Protocols for further guidance on appropriate use of unidentified clients.

How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect the activities of the local support coordinator.

What areas of SCORE are most relevant for this program activity?

Organisations **can choose** to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction
▪ Housing ▪ Material wellbeing and basic necessities ▪ Mental health, wellbeing and self-care ▪ Personal and family safety	▪ Changed impact of immediate crisis ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services ▪ Changed impact of immediate crisis	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues

For this program activity, when should each service type be used?

Service Type	Example
Intake and assessment	Initial assessment as part of program.
Information/Advice/Referral	Information/advice/referral as part of program case management.
Education and skills training	Assisting a client in learning or building knowledge about a topic or aimed at developing a skill or enhancing a skill relevant to the client's circumstance. This includes accessing education and training including re-engaging with the education system.
Counselling	Working through a particular issue such as relationship concerns or financial concerns, as delivered by an industry recognised qualified staff member.
Advocacy/Support	As required with partner agencies and external organisations.
Outreach	Where a session is delivered in a locality away from the outlet recorded against the case such as an alternative site, park, home or other non-standard location.
Family capacity building	Family capacity building should be used where the session is focused on any support actions that help the family manage their lives effectively.
Material goods	Providing women with brokerage for immediate assistance such as moving costs, emergency accommodation and personal items.

National Perpetrator Intervention and Referral Service

Description:

The National Perpetrator Intervention and Referral Service (NPIRS), has three components:

- The Men's Referral Service provides national direct telephone and online support for men who are using violent and controlling behaviour.
- The Brief Intervention Service (BIS) offers multi-session telephone-based counselling for men who use violence and may be waiting to access a Men's Behaviour Change Program.
- The Five Essential Discussion Tools (5EDT) offers online training to frontline workers, responding to men who use violence.

Data for the BIS and 5EDT will be reported into DEX.

Who is the primary client?

The primary client for this program activity is men who use or are at risk of using domestic and family violence (BIS), and professionals wishing to support a client who is using or experiencing family violence (5EDT).

How could cases be set up?

There is no specific case structure recommended for this program. If an organisation uses the web-based portal, it should create cases in a way that works best for its staff and is useful over multiple reporting periods.

For the BIS, the organisation can create a case for each individual client. This means all contact with a specific client is recorded in the same place and is easy to find for future use.

To protect client privacy, names should never be used in the Case ID field; organisations should use other identifying nomenclature such as 'FamilyA24', 'Couple 26' or an individual's Client ID.

For the 5EDT, data should be reported for each individual participant, however the organisation can create a case structure such as State, name of training, month and year.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client's service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to [How to use SCORE with clients | Data Exchange] for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered.

Circumstances	Goals	Satisfaction
▪ Personal and family safety	▪ Changed behaviours ▪ Changed knowledge and access to information ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues

For this program activity, when should each service type be used?

For all services, the service settings, 'telephone' or 'digital' should be used to indicate how the session was conducted.

Service Type	Example
Intake and assessment	**Brief Intervention Service only:** Conduct an initial assessment. Not to be used in conjunction with any other service types.
Information/Advice/Referral	**Brief Intervention Service only:** Provision of referrals to local Men's Behaviour Change programs or other appropriate services as a long-term solution. Ensure participants have an appropriate exit pathway including wherever possible a warm referral to a local Men's Behaviour Change Program. Provide information about support services for the partner and family. Not to be used in conjunction with any other service types.
Counselling	**Brief Intervention Service only:** Delivers short-term multi-sessional BIS telephone counselling support to men who use violence or are at risk of using violence. This aims to enhance family safety and wellbeing through perpetrator support, achieve at least short-term change in some aspects of men's behaviour and reduce the risk of violence, and monitor and help to manage high-risk situations involving the safety of any person. Not to be used in conjunction with any other service types.
Education and skills training	**5 Essential Discussions Toolkit only:** Delivery of the Five Essential Discussion Tools which provides resources and training to support and upskill practitioners to work with men who use violence and controlling behaviour to de-escalate and undertake safety and accountability planning.

National Plan to Reduce Violence against Women and their Children

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

The former National Plan to Reduce Violence against Women and their Children 2010-2022 focuses on reducing violence, increasing support, prevention measures, and supporting women who have experienced violence to rebuild their lives as quickly as possible as part of a community-wide initiative.

Who is the primary client?

Primary clients for this program activity are women and families who have experienced violence, particularly domestic violence, and their children.

What are the key client characteristics?

- Women who have experienced violence, particularly domestic violence, and their children (aged 14 to 24)
- People who have arrived in Australia in the last five years
- People on a Humanitarian visa
- People receiving government payments, pensions allowances and/or cashless debit card holders
- People from a cultural and linguistically diverse background
- People identifying as Aboriginal and/or Torres Strait Islander
- People identifying as having a condition, impairment or disability.

Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

For this program activity, support persons may include families or children of clients who are present but not directly receiving a service.

How could cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A "group session" means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
2. Group sessions should be distinguished from "community sessions", where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client's service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered.

Circumstances	Goals	Satisfaction	Community
▪ Community participation and networks ▪ Education and skills training ▪ Employment ▪ Family functioning ▪ Mental health, wellbeing and self-care	▪ Empowerment, choice and control to make own decisions ▪ Changed skills ▪ Changed knowledge and access to information ▪ Changed behaviours ▪ Engagement with relevant support	▪ I am satisfied with the services I have received ▪ I am better able to deal with issues that I sought help with	▪ Community infrastructure and networks

Circumstances	Goals	Satisfaction	Community
▪ Personal and family safety	services		

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Intake and assessment	A session's primary focus was an initial meeting with a client during which the organisation gathers information on the client's needs and matches them to services available, and/or assesses a clients' eligibility for participation in a particular service. This is usually (but not limited to) the first session a client attends.
Information/Advice/Referral	Provision of standard advice/guidance or information in relation to a specific topic or where a referral was made to another service provided within or external to the organisation.
Education and skills training	Leadership courses, pilot programs.
Counselling	Working with clients to improve particular issues or concerns, as part of a pilot program.
Mentoring/Peer support	Industry mentors.
Advocacy/Support	Individual case manager support.
Community capacity building	Information resources on preventing violence, development of social media resources on respectful relationships.
Family capacity building	Support actions and activities that promote strong family interactions, such as communications, relationship building and conflict resolution.
Facilitate employment pathways	Vocational education, support to obtain a driver's license, work fitness, communications, IT and job seeking training, advanced life skills, social skills.
Resource development	Developing resources internally or in partnership with other organisations to encourage cultural change and reduce violence.

Safe Technology for Women (Safe Connections)

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

The Safe Technology for Women program trains frontline services in how best to distribute smartphones to women experiencing domestic or family violence as part of the Safe Connections partnership program. The program trains workers and clients about how smartphones can be misused as well as how to use them safely, and even as a means to collect evidence to hold their abusers accountable.

Who is the primary client?

Primary clients for this program activity are frontline services who assist women and children experiencing domestic and family violence.

What are the key client characteristics?

- Organisational staff delivering services to women experiencing domestic violence and their children
- Organisational staff delivering services to women from a cultural and linguistically diverse background
- Organisational staff delivering services to women identifying as Aboriginal and/or Torres Strait Islander
- Organisational staff delivering services to women identifying as having a condition, impairment or disability.

Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

How should cases be set up?

Organisations can create a separate case for each individual accessing services. To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

For organisations that deliver services in large group settings (such as a forum or social support group), cases can also be created to record these interactions, and should be titled in a way that allows staff to easily enter data and use the case over multiple reporting periods, i.e.: Case ID = 'Monday Women's Group'.

Group session census

A "group session" means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

3. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
4. Group sessions should be distinguished from “community sessions”, where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client’s service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client’s outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered.

Circumstances	Goals	Satisfaction	Community
▪ Education and skills training	▪ Changed knowledge and access to information	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received	▪ Organisational knowledge, skills and practices

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Intake and assessment	Initial contact to discuss and assess the client's needs.
Information/Advice/Referral	Information/advice/referral as part of program case management. May also include providing safe technology information to women.
Education and skills training	Providing frontline services with training on technology facilitated abuse in relation to smartphones, and new and emerging technologies associated with smartphones.
Material goods	Providing frontline services that assist women with new smartphones for distribution.

Supporting Adolescent Boys Trial

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

The Supporting Adolescent Boys Trial (trial) is a national early intervention trial for young men and adolescent boys aged 12-18 years who present with adverse childhood experiences including family and domestic violence and who are using or at risk of using family, domestic or sexual violence (FDSV).

The trial will run over three years from 2024-25 to 2026-27 to test therapeutic support services specifically for young men and adolescent boys to:

- support participants' recovery and healing from their experience of family and domestic violence
- help participants to avoid choosing to use FDSV
- build the evidence base on effective approaches to supporting young men and boys exposed to family and domestic violence to reduce the risk of them using FDSV.

Who is the primary client?

The primary client directly receiving services from this program is eligible young men and adolescent boys aged 12-18 years who present with adverse childhood experiences including family and domestic violence and who are using or at risk of using family, domestic or sexual violence.

For DEX, eligible young men and boys are those whose chosen gender classification is:

- 'man or male',
- 'non-binary' people with a connection to boyhood or manhood, or
- '[I/they] use a different term'.

What are the key client characteristics?

Persons:

- under 18 years / children
- from a cultural and linguistically diverse background
- identifying as Aboriginal or Torres Strait Islander
- identifying as having a disability, impairment, or condition
- residing in a low SEIFA area
- residing in a rural or remote area
- receiving government payments, pensions, and/or allowances
- and their families who are unemployed, ill, studying and/or experiencing financial distress.

Support people

- Carers of clients / Care recipients
- Families / relatives of clients
- Case / Support worker
- Guardians of clients
- Legal representative of clients
- Community leaders / Mentors / Informal care givers.

How could cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A "group session" means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
2. Group sessions should be distinguished from "community sessions", where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client's service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered.

Circumstances	Goals	Satisfaction	Community
▪ Age Appropriate development ▪ Family Functioning ▪ Mental health, wellbeing & selfcare ▪ Personal & Family Safety	▪ Changed Behaviours ▪ Changed Knowledge ▪ Changed Skills ▪ Empowerment, choice & control to make own decisions ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received	▪ N/A

Completing a Circumstances SCORE assessment

For this program activity, all organisations must use the following SCORE scale descriptions when assessing clients in the following Circumstances domains. Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

Circumstances	1	2	3	4	5
Age-appropriate development	Compared to other people the same age, I struggle to master the skills or knowledge they seem to know, and I'm not learning more.	Compared to other people the same age, I can master some skills or knowledge. I plan to learn more soon.	Compared to other people the same age, I know many of the same skills and knowledge. This is improving and I am starting to learn more to improve my independence and wellbeing.	Compared to other people the same age, I have mastered most of the skills and knowledge others know, and am learning more to support my independence and wellbeing.	Compared to other people the same age, my skills and knowledge are well developed and help me to be independent and have good well-being.
Family Functioning	I don't get along with my family and have a lot of conflict. This has a profound negative impact on my daily life.	I have some difficulty getting along with my family. This has a negative impact on my daily life.	Sometimes I don't get along with or communicate well with my family, but this is improving.	I get along with and communicate well with my family. I have difficulties only occasionally.	I get along and communicate very well with my family, and this has positive impacts on my daily life.

Circumstances	1	2	3	4	5
Mental health, wellbeing & selfcare	My mental health is very poor, and this has a profound negative impact on my daily life.	My mental health is quite poor, and this has a negative impact on my daily life.	My mental health is okay and only sometimes negatively impacts my daily life.	My mental health is quite good and only occasionally negatively impacts my daily life.	My mental health is very good and rarely if ever negatively impacts my daily life.
Personal & family safety	I do not feel that my family and I are safe. This has a significant impact on my life.	I do not feel that my family and I are completely safe. My personal and family safety is at risk, and this has a negative impact on my life.	I feel progress towards improving my personal & family safety, but do not always feel that my family and I are safe.	I feel my family and I are safer in the short term.	I feel that my family and I are safer, and we have ongoing personal and family safety.

Completing a Goals SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Goals domains. Organisations should refer to [How to use SCORE with clients | Data Exchange] for guidance on conducting SCORE assessments with clients.

Goals	1	2	3	4	5
Changed Behaviours	My behaviour has a profound negative impact on my ability to improve my circumstances.	My behaviour has a negative impact on my ability to improve my circumstances.	Sometimes my behaviour has a negative impact on my ability to improve my circumstances.	My behaviour generally has a positive impact on my ability to improve my circumstances.	My behaviour has a positive impact on my ability to improve my circumstance.

Goals	1	2	3	4	5
Changed Knowledge	I know nothing about the issues I sought help with or how to improve my current circumstance s.	I know a little about the areas relevant to meeting my needs and improving my current circumstances.	I have reasonable knowledge in the areas relevant to meeting my needs and improving my current circumstance s.	I have good knowledge in the areas relevant to meeting my needs and improving my current circumstances. I have very good knowledge in the areas relevant to meeting my needs and improving my current circumstances.	I have very good knowledge in the areas relevant to meeting my needs and improving my current circumstances
Changed Skills	I have very poor skills in the areas relevant to meeting my needs and improving my current circumstance s.	I have poor skills in the areas relevant to meeting my needs and improving my current circumstances.	I have reasonable skills in the areas relevant to meeting my needs and improving my current circumstance.	I have good skills in the areas relevant to meeting my needs and improving my current circumstances.	I have very good skills in the areas relevant to meeting my needs and improving my current circumstances
Empowerment , choice & control to make own decisions.	I have no confidence to make decisions that improve my circumstance s. This lack of confidence has profound negative impacts.	I have limited confidence and limited power to make decision that improve my circumstances. This lack of confidence and choice has negative impacts	I have some confidence and some control in making decisions that improve my circumstance s. At times a lack of confidence and choice has a negative impact	Most of the time I have high confidence and feel better empowered in to make decisions that improve my circumstances. A lack of confidence rarely has negative impacts.	I have very good confidence and feel empowered in to make decisions that improve my circumstances

Goals	1	2	3	4	5
Engagement with relevant support services	I have a lot of difficulty engaging and working with services to help me improve my circumstances	I have some difficulty engaging and working with services to help me improve my circumstances.	I occasionally have difficulty engaging and working with services to help me improve my circumstances.	I seldom have difficulty engaging and working with services to help me improve my circumstances.	It is easy to work with services to help me improve my circumstances. I rarely have difficulties.

Completing a Satisfaction SCORE assessment

If an organisation already uses an existing outcomes measurement tool that meets their needs, they can continue to use it and translate the outcome data to SCORE, otherwise organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

Satisfaction	1	2	3	4	5
I am better able to deal with issues that I sought help with	My ability to deal with the issues I sought help with is the same.	I can occasionally deal with the issues I sought help with.	Sometimes I can deal with the issues I sought help with.	Most often I am able to deal with the issues I sought help with.	I am always able to deal with the issues I sought help with.
I am satisfied with the services I have received	I am not satisfied.	I am a little satisfied.	The Service was ok.	I am mostly satisfied.	I am very satisfied.

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Intake / Assessment	Assessment of the individual needs of the participant, including family and community situation, experience of violence and risk of using violence, developmental level and specific support needs.
Goal Setting	Formal identification of an individual's issues, strategy development for addressing those issues and stocktake of progress against agreed goals.
Child / Youth focused groups	Pro-social activities and engagement such as cultural and healing activities on-country, sport and arts activities (only in combination with individual counselling tailored for the participant).
Counselling	Counselling and emotional support delivered/facilitated by a qualified practitioner to support wellbeing and healing – including therapeutic counselling where services have capacity to deliver this, cognitive-behavioural skill development and counselling support and outreach to engage young men and adolescent boys in places they like to occupy.
Education and skills training	Programs for young men and adolescent boys who have experienced abuse in their family relationships focusing on social competence training, behavioural change and respectful relationships education.
Family capacity building	Facilitating access to services for participants' families, carers and intimate partners to promote their safety and wellbeing. This could include referrals and coordination within and between services where safe and appropriate. This might include facilitating access to FDV services, whole-of-family therapy or attachment-based interventions. Therapeutic and crisis services might be required concurrently.
Information / Advice / Referral	Information sessions, brokerage to fund needs of participant, or referral to another service to address the needs of participants and their families, such as facilitating participants access to housing, alcohol and other drug services, disability services, and youth justice services, as well as safe and inclusive access to other services and environments such as online environments.
Mentoring / Peer Support	Support to young men and adolescent boys through peer-to-peer discussion and activities with those with lived experience of family and domestic violence, who are trained and supported as mentors, can include facilitating engagement of cultural mentors to support participant's needs for cultural and community connection.
Service review	A mid-point check of client's case management plan where a SCORE assessment should be conducted to identify progress to date.

Service Type	Example
Exit interview	A client is exiting the program and will no longer be receiving services. A SCORE assessment should be conducted at this time and 'Exit Reason' entered to indicate reason for leaving trial.

Protecting Australia’s Children

Protecting Australia’s children includes strategies focused on national efforts to improve the wellbeing of Australia’s children.

The following program activities are included in Protecting Australia’s Children:

- Developing Cultural Competency and Trauma Responsiveness
- Intercountry Adoptee and Family Support Service

Developing Cultural Competency and Trauma Responsiveness

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

The program aims to build the organisational and workforce capability of the child and family sector in working with First Nations clients. This will ensure organisations and workers in this sector are better able to deliver prevention and early intervention services that are culturally aware, and trauma and healing informed.

Who is the primary client?

The primary clients for this program will be the workforce and volunteers at child and family service providers who undertake the training program.

Who might be considered ‘support persons’?

Support persons are not applicable for Developing Cultural Competency and Trauma Responsiveness.

Client Consent

Some clients may not consent to their information being stored in the Data Exchange. Client details are required to generate a statistical linkage key (SLK), but if consent is not provided, these details will not be saved in the Data Exchange.

More information on this process and generating an SLK can be found in the Data Exchange Protocols.

How should cases be set up?

Organisations can create separate cases for this program activity. This means all contact with members of a group, whether some or all, is recorded in the same place and is easy to find for future use.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client’s first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A “group session” means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.

2. Group sessions should be distinguished from "community sessions", where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client's service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered.

Goals	Satisfaction
▪ Changed knowledge and access to information ▪ Changed skills	▪ I am better able to deal with the issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues

When recording a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment.

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Education And Skills Training	Participating in a training session / workshop to help improve cultural awareness of First Nations clients and trauma responsiveness

Intercountry Adoptee and Family Support Service

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

The Intercountry Adoptee and Family Support Service (ICAFSS) provides free, national intercountry adoption-specific support, including counselling, information and education, to all members of the intercountry adoption community.

The main components of the program are to provide accessible support to the intercountry adoption community via therapeutic care, community capacity building and a Small Grants and Bursaries Program.

Who is the primary client?

All members of the intercountry adoption community, including: young and adult adoptees, adoptive parents and adoptive siblings, prospective adoptive parents, members of the community formed through expatriate adoptions and partners and children of adoptees where their need for support relates to the adoptee's experience of intercountry adoption.

What are the key client characteristics?

Young adoptees, adult adoptees, adoptive parents, adoptive siblings, prospective adoptive parents, partner of adoptee and children of adoptee.

Members of the intercountry adoption community may also include the following who have had an adoption experience:

- Persons who have arrived in Australia in the last five years
- People from a cultural and linguistically diverse background
- Persons living in crisis, emergency or transition accommodation and/or identify as homeless
- People identifying as having a condition, impairment or disability
- People residing in a rural or remote area
- Persons and families who are unemployed, ill, studying and/or experiencing financial distress
- Persons under 18 years / children.

Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

For this program activity, support persons may include families of clients, carers of clients/care recipients, case/support workers, parents/guardians of clients, legal representatives of clients, children of clients and community leaders/mentors/informal care givers.

How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client's service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered.

Circumstances	Goals	Satisfaction	Community
▪ Age-appropriate development ▪ Community participation and networks ▪ Family functioning ▪ Mental health, wellbeing and self-care ▪ Personal and family safety	▪ Changed behaviours ▪ Changed impact of immediate crisis ▪ Changed knowledge and access to information ▪ Changed skills ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	▪ Community infrastructure and networks ▪ Group/community knowledge, skills, attitudes and behaviours

Collecting extended data

For this program activity, organisations are encouraged to collect and record the following additional data fields:

Client Level Data	Session level data	Case level data
▪ First arrival in Australia (year and month) ▪ Visa Type ▪ Ancestry[1]	▪ Referral out (type and purpose) ▪ Interpreter present ▪ Service setting	▪ Attendance profile ▪ Referral in (source and reason for seeking assistance)

You may record other outcomes and extended client details, if you think it is appropriate for your program and for your clients to do so.

For this program activity, when should each service type be used?

Service Type	Example
General Workshop	Group Work: This item should be used to report group work. Support children, young people and adult members (including, but not limited to, adoptees and prospective/adoptive parents) of the community by offering participants support through discussion, workshops and activities in a group setting. **Delivery method:** can include face-to-face and/or online or phone support. **Relationship type:** group activities between trained/supported mentors, facilitators or professionals to support members of the community.
Community capacity building	Development of a communities' skills/cohesion or understanding of a topic or subject. Community capacity activities are delivered to a group of people rather than an individual. Can include activities that promote community relationships and awareness, group workshops/activities, provision of information/education sessions or interagency service meetings. Activities include: ▪ Development of guidance resources for the community. ▪ Development and coordination of intercountry-informed resources for parents, schools and allied health professionals. ▪ Development of education and training for practitioners to become more intercountry adoption aware. ▪ Training and resources for adoptees and adoptive families in mentoring and peer support.
Counselling	Counselling for all members of the intercountry adoption community, including individuals, couples and families.

[1] Whilst the collection of Ancestry is strongly encouraged, we acknowledge the sensitivities for intercountry adoptees associated with the collection of this information. Organisations are encouraged to use their discretion when collecting this data item.

Service Type	Example
Family capacity building	Supports and activities that promote strong family interactions and help the family to manage their lives effectively, such as relationship building, conflict resolution and communication. Can also include home-based support such as assistance with developing family centred activities, establishing routines and practical skills-building or help with tasks.
Information/advice/referral	Provision of standard advice, guidance or information on a specific topic and/or where a referral was made to another service within or external to the organisation.
Intake/assessment	Assessing a client in an initial session, or re-assessment throughout engagement based on the client's progress and needs.
Mentoring/peer support	Support provided to individual members of the community or community groups through peer-to-peer discussion and activities with those with lived experienced, who are also trained and supported as mentors or in peer support. **Delivery method:** can include face-to-face and/or online or phone mentoring and support. May include a facilitator. Includes training and resources for adoptees and adoptive families in mentoring or peer support. Includes training, assessment and screening of facilitators and mentors. **Relationship type:** one-to-one or group peer/mentoring sessions with trained and supported mentors with lived experience.
Records search	**Search Support**: Provide practical and emotional support for search and reunion, including preparation, planning and post-tracing and reunion support.
Specialist support	Specialist support is delivered by a suitably qualified worker. In some cases, this will involve engaging or employing specialist services for a fee to work with the family more intensively, where these services can't be engaged any other way, or in a timely manner. Services may include alcohol or other drug services, intellectual and or physical disability services, family mediation, problem gambling services and domestic violence and sexual assault support services. Please note – providers should confirm with their DSS Funding Arrangement Manager the need for specialist support, prior to engaging a specialist.
Supported playgroups	Supported playgroups for intercountry adoptive parents are an opportunity to share experiences and learn new parenting skills while being supported by workers who coordinate activities.

Social Impact Investing Initiatives

Social impact investing (SII) aims to achieve measurable positive social outcomes while delivering a financial return. It brings together governments, service providers, investors and philanthropists to create innovative responses to complex social issues.

The following program activities are included in Social Impact Investing Initiatives:

- Social Impact Investing – Payment by Outcomes Trials: Project 2
- Social Impact Investing – Payment by Outcomes Trials: PBO 3 Long-term Employment Outcomes

Social Impact Investing – Payment by Outcomes Trials: Project 2

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

Payment by Outcomes Trials: Project 2 is designed to support pre-school aged children from financially disadvantaged families in South-East Tasmania to engage in early childhood education and be school ready.

Who is the primary client?

The primary client is a child who is aged 3 at the closest 1 January of their Enrolment Date (DEX Service Type: Intensive Support) and:

- Intends to enrol in a Specified School in Tasmania (with **no more than 10 per cent** of the total Measurement Group residing outside the catchment area of a Specified School)
- Has a parent who has a current Concession Card (includes Health Care Card, Pensioner Concession Card and Low-Income Health Care Card)
- Attends **no more than 10 hours** of childcare per week, on average.
- Is not enrolled in the Tasmanian Government Department of Education Working Together program.

The parents or caregivers of the child are also entered as DEX clients.

Who might be considered 'support persons'?

A Support Person may be a person supporting a child or parent or guardian but is not receiving a service. For example, a caseworker, schoolteacher or Allied Health Professional.

Outlets

Each of the Specified Schools and any New Schools are to be set up as an outlet in DEX throughout the project.

How should cases be set up?

A case is a family consisting of at least one child and at least one parent or guardian.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients

The Partnership Approach

For this program activity, organisations are required to collect some extended client level data under the Partnership Approach. Organisations are **not required** to report outcomes information using the Standard Client Outcomes Reporting (SCORE) tool but may choose to do so.

If SCORE Circumstances are reported, the assessment tools are the Child Neglect Index or the Personal Wellbeing Index (refer to the SCORE Translation Matrix).

When recording a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment.

Collecting extended data

For this program activity, it is expected organisations collect and record the following additional data fields:

Fields value	Field Meaning	Case Level Data – Field Name
Age-appropriate development.	For this program, all referrals are for **Age-appropriate development**.	Reason for seeking assistance
Health Agency	E.g. Allied Health Professional, Early Childhood Intervention Service (ECIS), Child and Family Centre, Parenting Centre.	Referral source
Community services agency	E.g. non-government family support services, supported playgroup	Referral source
Educational agency	E.g. school, Kindergarten, Launching Into Learning.	Referral source
Employment/job placement agency	Government funded Employment Support Service i.e. ParentsNext, JobActive	Referral source
Centrelink	Centrelink	Referral source
Other Agency	Department of Communities e.g. Child Safety Service, Family Violence Counselling and Support Service, Youth Justice Service, Housing Tasmania, Tasmanian Autism Diagnostic Service (TADS).	Referral source
Self	Parent/caregiver	Referral source
Family	Family of parent/caregiver	Referral source
Friends	Friends of parent/caregiver	Referral source
General Medical Practitioner	General Medical Practitioner	Referral source
Physical health	General Medical Practitioner (not for a Mental Health Plan), dietician, dentist, maternal child health nurse.	Referral to other service (purpose)
Mental health, wellbeing & self-care	General Medical Practitioner for the purpose of a Mental Health Plan, Psychologist/counsellor.	Referral to other service (purpose)
Personal and family safety	Child Safety Services, Family Violence Counselling and Support Service	Referral to other service (purpose)

Fields	Field Meaning	Case Level Data
Age-appropriate development	Early Childhood Intervention Service (ECIS) or Tasmanian Autism Diagnostic Service (TADS).	Referral to other service (purpose)
Community participation & networks	Volunteering, social or special interest groups (i.e. AA, hiking, craft, play group for fathers).	Referral to other service (purpose)
Financial Resilience	Financial counselling, Centrelink, Microenterprise Development Program	Referral to other service (purpose)
Family functioning	Specialist family support service, family and relationship counselling.	Referral to other service (purpose)
Employment	Employment Support Service (JobActive, ParentsNext)	Referral to other service (purpose)
Education and skills training	Allied Health Professional	Referral to other service (purpose)
Material wellbeing and basic necessities	No-interest Loans Scheme, Emergency Relief	Referral to other service (purpose)
Housing	Supported Accommodation Program, Community Housing, Social Housing, Housing Connect.	Referral to other service (purpose)
Support to caring role	In-home support, respite.	Referral to other service (purpose)
Other	Other	Referral to other service (purpose)
Parents or guardians and children are a 'family'	Parents or guardians and children are a 'family'	Attendance profile
Organisation outlet/office	SCA premises	Service setting
Clients residence	Child's home	Service setting
Community venue	P2L venue	Service setting
Partner organisation	Family support service or other caseworker/case coordinator, family and relationship counselling service etc.	Service setting
Telephone	Conversation on phone	Service setting
Video	Contact through zoom, teams etc. using camera function	Service setting
Online service	Contact through email, text etc.	Service setting

Fields	Field Meaning	Case Level Data
Healthcare facility	Early Childhood Intervention Service (ECIS) or Tasmanian Autism Diagnostic Service (TADS), General Practitioner, Hospital, Allied Health Professional etc.	Service setting
Education facility	Launching into Learning site, Kindergarten, School	Service setting
Justice facility	Youth or adult justice service (community or detention)	Service setting
Add Exit Reason to the case level when Service Type - **Exit Interview** is used.	Refer to Exit Interview and Table A or B below for further guidance.	Exit reason

You may record and extended client details, if you think it is appropriate for your program and for your clients to do so.

For this program activity, when should each service type be used?

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

Service Type	Example
Intake/Assessment	Gather and assess information to confirm referred child and parent or guardian's suitability and eligibility prior to enrolment (Stage 2 and 3 of intake process). When used after the child's Enrolment Date (DEX Service Type: Intensive Support), a PICCOLO (Parent Interactions with Children – Checklist of Observations Linked to Outcomes) assessment undertaken with a parent or guardian.
Intensive Support	The Intensive Support service type is used once for each family at the time of enrolment and identifies the date of enrolment in the Payment by Outcomes Trials: Project 2. At the Intensive Support session: ▪ the referred child and parent(s) are enrolled, and ▪ the Privacy Notice and Consent form is signed
Goal Setting	Case Plan Development/Review - formal identification of issues, strategy development for addressing those issues, stocktake of progress against agreed goals.
Supported playgroup	Attendance at a P2L supported playgroup. Supported playgroups are an opportunity for parents to share experiences of parenting and learn new parenting skills while being supported by workers who coordinate the activities. Recorded as a group session with identified clients.

Service Type	Example
Child Focused Activity	Child Focused Activity is to be used when the purpose of the interaction is to promote the child's healthy development through activities with the child in line with the development gaps identified through the ASQ, for example: ▪ Developing language & confidence so that a child can predict and understand, ask questions, respond to questions, speak with greater fluency ▪ Engage in imaginative play such as drawing ▪ Recognise own name in print and counting from 1 to 5 ▪ Separate comfortably from parent/carer ▪ Toilet independently ▪ Cooperate with other children in extended play situations.
Family Capacity Building	Support to enhance parents' skills and confidence to ensure their children meet their developmental milestones, this may include support with: ▪ Setting bedtime & meal routines ▪ Managing challenging behaviour ▪ Reading/playing with children ▪ Build attachment and bonding ▪ Parental emotional regulation.
Developmental Assessments	An ASQ (Ages and Stages Questionnaire) assessment undertaken with the child.
Education Engagement	First day a child attends Kindergarten.
Exit Interview	▪ **No Enrolment Date** (Service Type: Intensive Support): a child was not enrolled, and case is closed. ▪ **Exit Reason** Refer to Exit Reason Table A – Person not enrolled after intake process. ▪ **An Enrolment Date** (Service Type: Intensive Support): a child was exited from Payment by Outcomes Trials: Project 2. Refer to Exit Reason Table B – Allowable exclusions

Table A – Child is not enrolled after intake process

DEX Exit Reason for exits during Intake: Stage 2 and 3 referrals only

Stage 1: Referrals received from referring agency. Where Payment by Outcomes Trials: Project 2 is not the most suitable program, the practitioner will provide advice to the referring agency, and the referring agency will inform the family and provide alternative options.

Stage 2: Phone screening with referred parent or guardian. Where Payment by Outcomes Trials: Project 2 is not the most suitable program, the practitioner informs the family and provides them with alternative options for support.

Stage 3: Practitioners undertake an initial face to face home visit for assessment. Where Payment by Outcomes Trials: Project 2 is not the most suitable program, the practitioner will provide a warm handover to alternative support services.

Reason family is not enrolled[2]	DEX Exit Reason
Family does not reside in a Specified School catchment area.	Client has moved out of area
Child is the subject to a Care and Protection Order (up to 12 months) or an Assessment Order of 4 or 8 weeks under the Children, Young Person's and their Families Act 1997 (Tasmania).	Client no longer eligible
Child has been diagnosed with a medical condition, disability or significant atypical development that has a high probability of contributing to a long-term developmental delay.	Client now requires higher level of care
Parent or guardian does not have a current Concession Card.	Service unable to provide assistance
Child is not the right age.	Service unable to provide assistance
Child is attending more than 10 hours of childcare or is currently enrolled in the Working Together program.	Service unable to provide assistance
Parent or guardian does not provide consent for personal information to be shared and used for stated purposes.	None of the above
Client died	Client died

[2] Exit Reason is reported against the child

Table B – Child is exited during their Program Period

DEX Exit Reason for Approved Eligible Exclusions

Child is exited during their Program Period[3]	DEX Exit Reason
Family moves outside T2S catchment area but remains in Tasmania during Program Period (time dependent – refer to Operations Manual).	Client has moved out of area
Family moves interstate or overseas during Program Period.	Client has moved out of area
Child is the subject to a Care and Protection Order (up to 12 months) or an Assessment Order of 4 or 8 weeks under the *Children, Young Person's and their Families Act 1997* (Tasmania) (time dependent – refer to Operations Manual).	Client no longer eligible
Child is diagnosed with a medical condition, disability or significant atypical development that has a high probability of contributing to a long-term developmental delay.	Client now requires higher level of care
Extended illness (e.g. Sectioned or hospitalised) of child or parent or guardian (time dependent – refer to Operations Manual).	None of the above
Imprisonment of carer or guardian.	None of the above
Death of child or parent or guardian.	Client died
Parent or guardian withdraws consent for personal information to be shared and used for stated purposes.	Service unable to provide assistance

[3] Exit Reason is reported against the child

Social Impact Investing – Payment by Outcomes Trials: PBO3 Long-term Employment Outcomes

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

The PBO3 Long-term Employment Outcomes trial aims to provide employment opportunities with wrap around support services in Participating Social Enterprises (PSEs) for people experiencing significant disadvantage in the labour market, particularly those with a disability.

Who is the primary client?

Primary clients (PBO3 participants) are mainly people with disability and who:

- are aged between 16 and 59 years (inclusive)
- are currently receiving an eligible income support payment
- are eligible for Disability Employment Services, or the Community Development Program in a remote area
- were unemployed for at least 19 of the 26 fortnights immediately prior to their employment date,
- have been employed by a PSE for a maximum period of 2 fortnights prior to their Enrolment Date, or
- are approved by the department to be an Eligible Person in accordance with the Operations Manual

What are the key client characteristics?

Key clients may include persons:

- identifying as having a condition, impairment or disability, or receiving support services in a remote area
- receiving government payments and/or disability support pension allowances

Who might be considered 'support persons'?

A support person is anyone who attends a session with a client but is not directly receiving services. Support persons may include carers of clients and care recipients, family members, guardians, and legal representatives of clients.

Recording the details of support persons is voluntary. Instructions on how to record support persons in the web-based portal can be found on the Data Exchange website.

How should cases be set up?

For PBO3, a single case must be allocated to each individual client/participant. This means all contact with a specific client is recorded in the same place and is easy to find for future use. Cases are to be closed if a client/participant exits the trial, stops working or transitions to another employer.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients

The Partnership Approach

For this trial activity, organisations are required to collect some extended client level data under the Partnership Approach. Organisations are **not required** to report outcomes information using the Standard Client Outcomes Reporting (SCORE) tool but may choose to do so.

If you choose to record a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment.

Collecting extended data

For this trial activity, it is expected organisations collect and record the following additional data field:

Case level data
▪ Exit reason

For this trial activity, when should each service type be used?

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

Service Type	Example
Intake/Assessment	The participant commences their paid employment in the trial. Use this service type to record the date of commencement.
Facilitate employment pathways	Records participants' fortnightly pay dates and wages. Enter this service for each of the participants' fortnightly pay dates. 'Total cost' data field ▪ In the 'total cost' field, enter the total value the participant receives as wages payment from the social enterprise (excluding superannuation) every fortnight, rounded to the nearest dollar.
Service transition	The date of the participant's last paid day of work with the social enterprise before moving to other employment, or the date of the last day of work where they are employed exclusively by the social enterprise. If the participant is leaving the trial without transitioning to any other employment, do not use this service type. Use 'Exit interview' below.

Service Type	Example
Exit interview	The participant is exiting the trial. This means the participant is leaving the trial without transitioning to any other employment. Record the last day of paid employment before a participant exits from the trial. An exit is leaving the trial without transitioning to any other employment. This service type is to be used in conjunction with Exit Reason at the case level. Exit Reasons to be used are: ▪ **Exit reason - Service unable to provide assistance** Use when an allowable exclusion has been agreed because a participant has developed an unforeseen physical, intellectual or psychiatric condition, or the participant presents a significant risk to the safety of PSE staff, self or other employees. ▪ **Exit reason – Client has moved out of area** Use when an allowable exclusion has been agreed because a participant has moved more than 1 hour in travel time from the PSE, or as agreed on a case-by-case basis by the department for moves of 30 minutes travel time from PSE. ▪ **Exit reason – Client terminated the service** Use when client leaves employment (but not due to an allowable exclusion). ▪ **Exit reason – Client died** Use when an allowable exclusion has been agreed because a participant has died. ▪ **Exit reason – Client no longer eligible** Use when a client achieves all retention outcomes and remains employed in the social enterprise. ▪ **Exit reason – None of the above** Use when an allowable exclusion has been agreed because a participant withdraws consent.

Volunteering and Community Connectedness

The Volunteering and Community Connectedness activity includes services and initiatives to strengthen communities and promote inclusion and participation in community life.

The following program activities are included in Volunteering and Community Connectedness:

- Digital Literacy for Older Australians Be Connected – 1 July 2024 Onwards
- Cashless Debit Card (CDC) Support Services / Cashless Debit Card (CDC) Support Services – Job Support Hubs
- Strengthening Families and Communities – Community Outreach
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- Strong and Resilient Communities (SARC) – Inclusive Communities

Digital Literacy for Older Australians Be Connected

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the [Data Exchange Protocols].

Description

Be Connected, aims to improve the skills, confidence and online safety of older Australians in using digital technology.

The program adopts a family and community-centred approach to supporting and coaching older Australians, while at the same time helping them to realise the relevance and value of being connected online and access to appropriate learning support. Learning and exposure to computers and the internet is through one-on-one, face-to-face, self-paced learning with the help of family and friends at home, carers in aged care facilities or tutors/mentors in local community-based groups such as libraries, community centres, community clubs, etc.

Who is the primary client?

Anyone aged 50 years and over who has low or no engagement with digital technology.

What are the key client characteristics?

- People from a culturally and linguistically diverse background
- People identifying as Aboriginal and/or Torres Strait Islander
- People identifying as having a condition, impairment or disability
- People in a low Socio-economic Indexes for Area (SEIFA)
- People residing in a rural or remote area.

Who might be considered ‘support persons’?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

For this program activity, support persons may include families of clients, carers of clients/care recipients, children of clients, community leaders/mentors/informal care givers.

How should cases be set up?

Organisations can create a separate case for **each course**. To protect client privacy, family names or other identifying information should never be recorded in the Case ID field.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client’s first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A “group session” means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
2. Group sessions should be distinguished from "community sessions", where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client's service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered.

Circumstances	Goals	Satisfaction	Community
▪ Community participation and networks ▪ Education and skills training	▪ Changed knowledge and access to information ▪ Changed skills ▪ Empowerment, choice and control to make own decisions	▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	▪ Group/community knowledge, skills, attitudes and behaviours ▪ Organisational knowledge, skills and practices

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, when should each service type be used?

Service Type	Example
Goal Setting	Sessions focussed on the completion of the Digital Skills Checkers.
Community Engagement	Community engagement activities that promote the program and introduce older Australians to digital inclusion.
Digital Literacy Building	Delivering in-person, one-on-one support to help increase digital literacy and/or safety using resources on the Be Connected website.
Education and Skills Training	Delivering in person, group support to help increase digital literacy and/or safety using resources on the Be Connected website.
e-Learning Online Workshop	Delivering online support (one-on-one or to a group) to help increase digital literacy and/or safety using resources on the Be Connected website.
General Workshop	Delivering in person support (one-on-one or to a group) to help increase digital literacy and/or safety using other resources (not on the Be Connected website).

Cashless Debit Card (CDC) Support Services / Cashless Debit Card (CDC) Support Services – Job Support Hubs

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

Cashless Debit Card (CDC) Support Services aim to support vulnerable and disadvantaged people on pathways to self-reliance and empowerment through local community-driven solutions that strengthen economic participation.

For more information about the reporting requirements for this program, please refer to *CDC Support Services – DEX Program Specific Data Recording Guidelines*.

Who is the primary client?

The primary clients for this program activity are Cashless Debit Card participants in Ceduna; East Kimberley; the Goldfields; Bundaberg and Hervey Bay; and the Northern Territory.

What are the key client characteristics?

Key client groups include:

- People aged 16 to 65 years of age receiving a working age payment
- People previously issued with a Cashless Debit Card (CDC), people on Income Management or enhanced Income Management and people receiving income support payments. People willing to participate in the service voluntarily, to seek assistance from support services into pathways to employment
- Young people aged 16 to 24 years of age
- People who are homeless or at risk of homelessness
- People from a cultural and linguistically diverse background
- People identifying as Aboriginal and/or Torres Strait Islander.
- People identifying as having a condition, impairment or disability
- People who are residing in a low SEIFA area
- People residing in a rural or remote area

Who might be considered ‘support persons’?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record support persons in the web-based portal can be found on the Data Exchange website.

For this program activity, support persons may include families, children, parents or guardians of clients, or a carer or care recipient (who are present but not directly receiving a service).

How should cases be set up?

A separate case should be created for each participant accessing the service/s. This means that every time the client uses the service further information can be recorded in the same in place making it easy to find information in the future.

Where group sessions or workshops are conducted separate cases should be created for each participant. It is recognised that only basic information may be recorded (for example, name and address) and that further information will be recorded when and if the client makes subsequent contact with the service. In order to easily recall the client record for future use a workshop reference may be entered into the Client ID field for example, a financial literacy workshop held on 1 April 2025 might be entered as FINLIT 010425.

When a case is created and where a reference number is not entered by staff, the system will automatically create a Client ID.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client's service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to [How to use SCORE with clients | Data Exchange] for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered.

Circumstances	Goals
▪ Age-appropriate development ▪ Community participation and networks ▪ Employment ▪ Education and skills training ▪ Family functioning ▪ Housing ▪ Material wellbeing and basic necessities	▪ Changed skills ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services ▪ Changed impact of immediate crisis

Circumstances	Goals
▪ Mental health, wellbeing and self-care ▪ Financial resilience ▪ Personal and family safety ▪ Physical health	

When recording a SCORE assessment, it is expected that you also record the ‘Assessed by’ field to capture who has completed the assessment.

Collecting extended data

For this program activity, it is expected organisations collect and record the following additional data fields:

Client Level Data	Session level data	Case level data
▪ Employment Status ▪ Highest level of education / qualification ▪ Homeless indicator ▪ Household composition ▪ Is client a carer	▪ Referral in (type and purpose) ▪ Service setting	▪ Exit Reason

You may record other outcomes and extended client details, if you think it is appropriate for your program and for your clients to do so.

For this program activity, when should each service type be used?

Service Type	Example
Intake and assessment	Assessing a client’s circumstances to determine what assistance will have the most impact to help the client navigate a reasonable pathway to employment. This includes listening to a client’s story, establishing rapport and capturing client data. An initial SCORE assessment **must be** completed at this time. This assessment is required prior to preparing an individualised case plan reviewed (see **Goal Setting** and **Service Review**, respectively).
Goal Setting	Preparing an individualised case plan for a client based on their circumstances, needs and the barriers they face (see **Intake and assessment** above).

Service Type	Example
Service review	Reviewing a client's individualised case plan. A review may occur when a client presents after receiving assistance directly from the provider or from another, external provider. For example, after attending a referral or starting a training course. The purpose of this is to review the most recent assessment, (see **Intake and Assessment** above) and update the client's individualised case plan if necessary. This is also the time to organise what further assistance should be provided to assist the client on their pathway to employment.
Counselling	Assistance delivered to the client by an appropriately qualified staff member to help the person work through a particular issue. This may be personal or family counselling to address: ▪ trauma ▪ relationship issues ▪ financial issues ▪ underlying mental health concerns
Advocacy/Support	Providing intensive support to help a client navigate the service provider, welfare and employment systems so they receive the assistance they need to progress on their pathway to employment. This may include: ▪ accompanying a client to their initial appointment with a service provider ▪ contacting a client after their appointment to check in and provide support
Transport assistance	Assistance provided to a client to enable them to attend an appointment, training course or interview. For example, purchasing bus tickets.
Literacy and Oral Communication Skills Building	Assisting a client to improve their literacy and/or oral communication skills. This may include training in: ▪ understanding instructions on forms and how to fill in forms ▪ preparing and responding to emails ▪ interview preparation including mock interviews (video or face to face)
Financial Literacy Building	Building a client's basic budgeting and bank account management skills. This may include: ▪ how to prepare a budget ▪ understanding you bank balance ▪ making you money go further

Service Type	Example
Digital Literacy Building	Assisting a client with their digital literacy and capability. This may include: ▪ Scam awareness ▪ Protecting others and themselves safe online ▪ keeping your ID/ bank information safe
Pre-employment checks	Assisting a client to obtain pre-employment checks. For example, Working With Children check, Police check, ID documents.
Pre-employment – Clothing and other	Assisting a client to present for a job interview. ▪ This may include: ▪ providing appropriate clothing ▪ preparing a CV ▪ other purchases to help with the first day on the job
Pre-employment – Driver's License	Assisting a client to obtain a driver's licence. This may include: ▪ contributing to a driver training course ▪ assisting the client to sit for their driver's license test
Rehabilitation Program	Assisting a client to access and undergo a program of rehabilitation to address an addiction.

Strengthening Families and Communities – Community Outreach

Description

The Strengthening Families and Communities (SFC) Community Outreach grant opportunity has been developed to respond to immediate need for prevention and response services, including legal services, that are essential in addressing family and domestic violence in Central Australia. This grant opportunity seeks to address unmet need for family and domestic violence legal and wraparound services in Central Australia, with a focus on remote outreach and increasing access to family and domestic violence related services in remote communities.

CAAFLU:

Under the Community Outreach grant opportunity, Central Australian Aboriginal Family Legal Unit (CAAFLU) will be re-developing legal resources with updated accessible information, with a particular focus on supporting young people to understand safe relationships. Workshops will be delivered to build community understanding.

CAAFLU will also undertake an expansion of legal services outreach through regular visits to remote communities, including provision of bush court support and legal education.

CAWLS:

Under the Community Outreach grant opportunity, Central Australian Women's Legal Services (CAWLS) will partner with local authorities, law and justice groups, and communities to train and support social services to work with legal practices, to support greater wrap around services. This includes providing professional development on how to identify domestic, family and sexual violence within a legal context and identification and response strategies to community in remote communities.

CAWLS will all expand legal and social services to remote communities, including financial counselling.

Who is the primary client?

Primary clients include persons experiencing family, domestic and/or sexual violence who require legal and/or wraparound support services.

What are the key client characteristics?

Persons:

- *aged under 18 years / children*
- *aged over 18 / adults*
- *identifying as Aboriginal or Torres Strait Islander*
- *residing in a regional or remote areas*

Who might be considered ‘support persons’?

For this program, support persons may include a case or support worker, friend or family member who is present but not directly receiving a service.

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

Group session census

A “group session” means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
2. Group sessions should be distinguished from “community sessions”, where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

All organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of identified clients
- Report an initial and at least one subsequent Goals SCORE for at least **50 per cent** of identified clients
- Report satisfaction SCOREs for at least **10 per cent** of identified clients

It is a requirement of your grant agreement that you collect and report outcomes data for a majority of your clients.

A client SCORE assessment is to be recorded at least twice – towards the beginning of the client’s service delivery and once again towards the end. Where practical, organisations should record a SCORE assessment every six months to track how the client’s outcomes change over time. In some circumstances, it may be appropriate for a SCORE assessment to be done within a shorter period, such as after two sessions, or even in the same session.

For the SCORE domains, organisations should record a SCORE assessment as outlined in the Data Exchange Protocols (section 8) and the DEX Translation Matrix.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments in the following domains as per the above guidance:

Circumstances	Goals	Satisfaction	Community
▪ Personal and family safety ▪ Family Functioning	▪ Knowledge and access to information ▪ Engagement with support services	▪ The service listened to me and understood my issues	▪ n/a

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, when should each service type be used?

Service Type	Example
Information / Advice / Referral	Provision of standard advice, guidance or information on a specific topic, and referrals on to another service.
Advocacy / Support	Advocating on a client's behalf to another entity such as a government body or other organisation.
Child / Youth focused groups	Group sessions targeted at children or youth.
Education and skills training	Assist a client in learning or building knowledge about a topic or aimed at developing a skill, or enhancing a skill relevant to the client's circumstances.

Strengthening Families and Communities - Safe and Healthy Homes Skills Development Program

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

The Strengthening Families and Communities - Safe and Healthy Homes Skills Development Program provides education and training to households on healthy living practices, including cleaning and hygiene, cooking and meal preparation, basic home maintenance, managing pets, and parental support. It will also promote respectful relationships and offer holistic approaches to address social, emotional and physical needs of community members.

Who is the primary client?

The primary client directly receiving services from this program is members of households in the Haasts Bluff, Papunya, and Mt Liebig regions.

What are the key client characteristics?

Persons:

- aged under 18 years / children
- aged over 18 / adults living in households
- identifying as Aboriginal or Torres Strait Islander
- residing in a regional or remote areas

Who might be considered ‘support persons’?

For this program, support persons may include a case or support worker, friend or family member who is present but not directly receiving a service.

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client’s first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

Group session census

A “group session” means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
2. Group sessions should be distinguished from "community sessions", where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client's service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments in the following domains as per the above guidance:

Circumstances	Goals	Satisfaction	Community
▪ Personal and family safety ▪ Family functioning ▪ Material wellbeing and basic necessities ▪ Housing	▪ Knowledge and access to information ▪ Skills ▪ Behaviours	▪ I am satisfied with the services I have received	▪ Organisational knowledge, skills and practices

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

For this program activity, the below service types should be used.

Service Type	Example
Information / Advice / Referral	Provision of standard advice, guidance or information on a specific topic, and referrals on to another service.
Intake / Assessment	An initial meeting, with the intention to gathering information on clients' needs or eligibility, matching clients to services.
Child / Youth focused groups	Group sessions targeted at children or youth.
Education and skills training	Assist a client in learning or building knowledge about a topic or aimed at developing a skill, or enhancing a skill relevant to the client's circumstances.
Family capacity building	Activities that promote strong family interactions, such as group workshops/activities.
Service review	Reviewing the service provided with the client. Note: this service requires direct contact with the client.
Exit interview	A client's final session with the program.

Strong and Resilient Communities (SARC) – Inclusive Communities

The Program Specific Guidance outlines specific reporting requirements for this program and should be read in conjunction with the Data Exchange Protocols.

Description

Strong and Resilient Communities (SARC) Activity – Inclusive Communities aims to support vulnerable and disadvantaged people on pathways to self-reliance and empowerment through local community-driven solutions that support them to participate socially and economically.

Who is the primary client?

The primary clients for this program activity include young people, people without employment and their families, vulnerable and disadvantaged women and people with disability or mental health issues.

What are the key client characteristics?

Key clients may include:

- young people aged 12 to 18 years
- persons who are unemployed
- persons who identify as having a condition, impairment or disability
- women experiencing disadvantage

Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

For this program activity, support persons may include carers of clients/carer recipient, families or guardians, case and support workers, legal representatives, community leaders, mentors and informal care givers.

How should cases be set up?

There is no formal case structure recommended for this program activity. The organisation should create cases that reflect their own administrative processes.

Group session census

A "group session" means a session where services are delivered directly to three or more clients who attend together. A measurable outcome is expected to be achieved for each of those clients.

For this program, organisations delivering group sessions must, at a minimum, request collection of client-level data from all clients attending group sessions in the months of April and November and record data collected in the Data Exchange.

This approach is known as the group session census and aims to increase the reporting of client-level data for clients attending group sessions. Where organisations have established reporting practices that exceed the above minimum requirements, they are encouraged to continue with those practices.

NOTE:

1. Where an organisation does **NOT** deliver group sessions, the group session census does **NOT** apply.
2. Group sessions should be distinguished from "community sessions", where a large group of people attend and services are not delivered directly to individuals. Organisations are generally not required to collect client-level data for community session attendees.

Please refer to Chapter 3 of the Data Exchange Protocols for more information.

The Partnership Approach

For this program activity, all organisations **are required** to participate in the Partnership Approach. Participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of clients that have client records
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of clients that have client records
- Report satisfaction SCOREs for **at least 10 per cent** of clients that have client records.

A client Circumstances and Goals SCORE assessment should be recorded at least twice – towards the beginning of the client's service (pre-SCORE) delivery and again towards the end (post-SCORE). Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. For short term service delivery, pre-SCOREs and post-SCOREs can be recorded across a shorter period, including in the same session for one-off service delivery.

Satisfaction SCOREs should be recorded towards the end of service delivery.

Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments for the domains outlined below, as relevant to the services delivered.

Circumstances	Goals	Satisfaction	Community
▪ Community participation and networks ▪ Employment ▪ Education and skills training ▪ Mental health, wellbeing and self-care	▪ Changed behaviours ▪ Changed knowledge and access to information ▪ Changed skills ▪ Empowerment, choice and control to make own decisions	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	▪ Community infrastructure and networks ▪ Group / community knowledge, skills, attitudes and behaviours ▪ Social cohesion

Completing a Circumstances SCORE assessment

For this program activity, all organisations must use the following SCORE scale descriptions when assessing clients in the following Circumstances domains. Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

Circumstances	1	2	3	4	5
Community participation & networks	I feel very isolated. I have no contact with family, friends or my community. I have no support.	I feel fairly isolated. I have little contact with family, friends or my community. I have little support.	I feel somewhat connected. I have some contact with family friends, or my community. I have some support.	I feel reasonably connected. I have a reasonable amount of contact with family, friends or my community. I have good support.	I feel very connected. I have a lot of contact with family, friends or my community. I have great support.
Employment	I have no work, and this has a negative impact on my daily life.	I have some short-term work, but I'd like to work more.	Sometimes I have work and my ability to find work is improving.	I am in work that is suitable in most ways.	I am in work that is very suitable in all ways.
Education and skills training	I have a lot of difficulty finding or remaining in education or training.	I have some difficulty finding and remaining in education or training.	I occasionally have difficulty finding and remaining in education.	I am in education or training that is suitable in most ways.	I am in education or training that is very suitable in all ways.
Mental health, wellbeing and self-care	My mental health and well-being is very poor.	My mental health and well-being is somewhat poor.	My mental health and well-being is okay.	My mental health and well-being is quite good.	My mental health and well-being is very good.

Completing a Goals SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Goals domains. Organisations should refer to How to use SCORE with clients | Data Exchange for guidance on conducting SCORE assessments with clients.

Goals	1	2	3	4	5
Changed behaviours	I have no goals in place to change the behaviours that aren't helping me to improve my situation.	I have identified my goals to help me change the behaviours that aren't helping me to improve my situation.	I am starting to make progress towards achieving my goals and can see that my situation is/will improve.	I am making good progress towards achieving my behaviour goals. My situation is improving.	I have/almost achieved my goals. My changed behaviours are really helping to improve my situation.
Changed knowledge and access to information	I have no plans to increase my knowledge about the issues I have sought help with. I am not accessing any information to support me.	I want to increase my knowledge about the issues I have sought help with and have started to access information to help me.	My knowledge is increasing in the areas relevant to the issues I have sought help with. I am accessing information to help me.	I have good knowledge in the areas relevant to the issues I sought help with. The information I am accessing has been helpful.	I have very good knowledge in the areas relevant to issues I sought help with. The information I have accessed has been very helpful in supporting me to achieve my goals.
Changed skills	I have no goals in place to develop or improve the skills I need to help improve my situation.	I want to develop or improve my skills and have a plan to help me achieve my goals.	My am starting to develop and improve my skills.	I have good skills in the areas I need to be able to improve my current situation.	I have very good skills in the areas I need to be able to improve my current situation.

Goals	1	2	3	4	5
Empowerment choice and control to make own decisions	I am not empowered to make my own choices or have control over decisions that affect my life. I would like to become more empowered.	I have limited empowerment to make my own choices and have very little control to make decisions that affect my life. I have started making progress towards achieving my goals.	I am empowered to make some of my own choices and have some control over decisions that affect my life. I am making progress towards achieving my goals.	I am empowered to make most of my own choices and have control over most of the decisions that affect my life. I am making good progress towards achieving my goals.	I am empowered to make all of my own choices and have control to make my own decisions on things that affect my life. I am close to or have achieved my goals.

Completing a Satisfaction SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Satisfaction domain. Organisations should refer to [How to use SCORE with clients | Data Exchange] for guidance on conducting SCORE assessments with clients.

Satisfaction	1	2	3	4	5
I am better able to deal with issues that I sought help with	My ability to deal with the issues I sought help with is the same.	I can occasionally deal with the issues I sought help with.	Sometimes I can deal with the issues I sought help with.	Most often I am able to deal with the issues I sought help with.	I am always able to deal with the issues I sought help with.

Completing a Community SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing group clients in the following Community domains. This set of domains is only relevant to unidentified group activities and not individual support. Organisations should refer to [How to use SCORE with clients | Data Exchange] for guidance on conducting SCORE assessments with clients.

Community	1	2	3	4	5
Community infrastructure and networks	There is no community infrastructure in place, nor any community networks that targeted clients could participate in.	Community infrastructure and community networks available to targeted clients are weak and few.	There are some elements of community infrastructure and some community networks that targeted clients could participate in.	Community infrastructure and networks are strong and readily accessible to targeted clients.	Community infrastructure and networks are plentiful, accessible and exceptionally strong and targeted clients can participate easily.

Community	1	2	3	4	5
Group / community knowledge, skills, attitudes and behaviours	Group / community knowledge and skills are very poor, and attitudes and behaviours are negative/ harmful to clients.	Group / community knowledge and skills are poor and attitudes and behaviours are poor towards clients.	Group / community knowledge and skills are fair, and attitudes and behaviours towards clients are satisfactory.	Group / community knowledge and skills are good, and attitudes and behaviours towards clients are positive/helpful.	Group / community knowledge and skills are very good, and attitudes and behaviours towards targeted clients are proactive and inclusive.
Social cohesion	Social cohesion is poor with group members not interacting with each other.	Social cohesion is growing with group members starting to interact with each other.	Social cohesion is satisfactory with some group members interacting well.	Social cohesion is very good with most of the group members interacting well.	Social cohesion is excellent with all of the group members interacting well.

Service Types

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

Service Type	Example
Intake/Assessment	An initial meeting to gather information on a clients' needs, eligibility for participation in the project and matching clients to services. A SCORE assessment should be conducted at this time.
Exit Interview	A client's final session with the program. A SCORE assessment should be conducted at this time. Use the 'Exit Reason' field at the Case level to indicate why the client is exiting the program.
Counselling	Counselling for couples, families, children or vulnerable people. This may include using cognitive behavioural therapies.
Developmental Assessments	Assessment of a client's development.
Domestic and Family Violence Support	Supporting a client experiencing domestic and family violence.
Education and skills training	Assisting a client in learning or building knowledge about a topic or aimed at developing or enhancing a skill relevant to the client's circumstances, including life skills. This may be online or in person.
Education Engagement	Assisting a client to engage with all levels of education. This may include developing a vocational plan.

Service Type	Example
Employer Engagement	Contact between an employer or potential employer and a client or service provider.
Facilitate Employment Pathways	Assisting clients to become ‘job ready’ by building capabilities in employment skills and linking clients with opportunities that will further develop work skills.
General Workshop	Workshops where clients learn the practical application of a wide range of skills, knowledge and behaviours. This may include wilderness treks, yoga, arts and crafts, and English language classes. Workshops can be online or in person, one-on-one or in groups.
Goal Setting	Formal identification of issues, strategy development for addressing those issues, stocktake of progress against agreed goals.
Indigenous Social Participation	Initiate or facilitate social activities for Indigenous communities.
Information/Advice/Referral	Provision of standard advice, guidance or information on a specific topic, and referrals on to another service.
Mentoring / Peer Support	Support group sessions offering clients support through discussion and activities. This generally includes a facilitator.
Service Review	Reviewing the services provided with the client. **Note**: this requires direct contact with the client.
Social Participation	Activities, groups or events that provide social support. This may include activities that increase community engagement, community connectedness, social networks, belonging, social wellbeing, and reducing isolation.
Transportation Services	**Breakaway Aboriginal Corporation only:** Provision of transport to assist clients to access services and attend appointments.

Version History

Version 6, Effective from 1 July 2026, published June 2026

Program activities **modified**:

Families and Children

- Child and Family Intensive Support (CAFIS)
    - New SCORE Domain requirement

Financial Wellbeing and Capability

- Home Interaction Program for Parents and Youngsters
    - New SCORE Domain requirement

Family safety

- Domestic Violence Response Training (DV-alert)
    - New service type added

Version 5, Effective from 1 March 2026, published 2 February 2026

This document combines the previous **Outcome 2.1 – Families and Communities Program Specific Guidance**, and the **Outcome 3.1 – Disability and Carers Program Specific Guidance** program activities that remain with the Department of Social Services for the May 2025 machinery of government change. The latter outcome is now referred to as **Outcome 1.8 Employment Services**.

Program activities **added:**

Financial Wellbeing and Capability

- Commonwealth Financial Counselling and Financial Capability 2025-26 Onwards
- Emergency Relief
- Financial Counselling for Gambling
- Financial Resilience - No Interest Loans Scheme (NILS)
- Financial Resilience - No Interest Loans Scheme for Vehicles (NILS for Vehicles)
- Financial Resilience - Saver Plus
- Financial Wellbeing Hubs
- National Debt Helpline

Volunteering and Community Connectedness

- Strengthening Families and Communities - Safe and Healthy Homes Skills Development Program

Program activities **removed:**

Financial Wellbeing and Capability

- Commonwealth Financial Counselling and Financial Capability
- Financial Counselling Helpline (National Debt Helpline)
- Financial Crisis and Material Aid – Emergency Relief
- Financial Resilience
- Problem Gambling Financial Counselling
- Money Support Hubs

Family Safety

- Temporary Visa Holders Experiencing Violence Pilot

Social Impact Investing Initiatives

- Social Impact Investing – Payment by Outcomes Trials: PBO 1 Microenterprise Development Program

Volunteering and Community Connectedness

- Strong and Resilient Communities (SARC) – Community Resilience
- Strong and Resilient Communities (SARC) – Community Support

Program activities **modified**:

Employment Services:

- Digital Work and Study Service
- Individual Placement and Support Program
- Individual Placement and Support Program: Adult Mental Health Pilot

Family Safety:

- Accredited Training for Sexual Violence Responses: Recognising and Responding to Sexual Violence
- Community-led Men's Wellness Centres for Aboriginal and Torres Strait Islander Peoples
- Domestic Violence Response Training (DV-alert)
- Family, Domestic and Sexual Violence Programs in Aboriginal and Torres Strait Islander Community-Controlled Organisations
- Forced Marriage Specialist Support
- Gender Disaster Recovery
- Helping Children Heal
- Keeping Women Safe in Their Homes
- Leaving Violence Program – National Program
- National Plan to Reduce Violence Against Women and their Children
- Safe Technology for Women (Safe Connections)
- Supporting Adolescent Boys Trial

Families and Children

- Children and Family Intensive Support
- Children and Parenting Support Services
- Children and Parenting Support Services – Ad hoc grants
- Communities for Children Facilitating Partners
- Family and Relationship Services
- Family and Relationship Services – Specialised Family Violence
- Family Mental Health Support Services
- Forced Adoption Support Services
- Home Interaction Program for Parents and Youngsters
- National Find and Connect
- Redress Support Services
- Specialised Family Violence Services – Fourth Action Plan (SFVS-4AP)

Financial Wellbeing and Capability

- Commonwealth Financial Counselling and Financial Capability 2025-26 Onwards
- Emergency Relief
- Financial Counselling for Gambling
- Financial Resilience - No Interest Loans Scheme (NILS)
- Financial Resilience - No Interest Loans Scheme for Vehicles (NILS for Vehicles)
- Financial Resilience - Saver Plus
- Financial Wellbeing Hubs
- National Debt Helpline

Protecting Australia's children

- Developing Cultural Competency and Trauma Responsiveness

Volunteering and Community Connectedness

- Digital Literacy for Older Australians Be Connected – 1 July 2024 Onwards
- Strengthening Families and Communities – Community Outreach
- Strengthening Families and Communities - Safe and Healthy Homes Skills Development Program
- Strong and Resilient Communities (SARC) – Inclusive Communities

Following the Machinery of Government changes in May 2025, the following program activities previously included in the Department of Social Services **Outcome 3.1 – Disability and Carers Program Specific Guidance**, transitioned out of the Department of Social Services to the Department of Health, Disability and Ageing:

- Building Employer Confidence in Inclusion and Disability
- Integrated Carer Support Services (ICSS) – Carer Gateway service providers
- ICSS Digital Counselling
- Information Linkages and Capacity Building – Individual Capacity Building
- Information Linkages and Capacity Building – Social and Community Participation
- National Disability Advocacy Program (NDAP)
- NDIS Appeals
- NDIS Economic and Community Participation – SCP – Ability First Australia Assistive Technology Pilot
- Pre-emptive early intervention pilot for infants showing early signs of difference in social communication
- Support and connection for young children with disability or developmental concerns
- Support for families, parents and carers of First Nations children with disability or developmental concerns
- Supports for parents and carers of young children with disability or developmental concerns
- Tristate Carer Vocational Outcomes Program
- Young Carer Bursary Program (YCBP)

The above program activities have been added to the **Program Specific Guidance for Department of Health, Disability and Ageing programs in the Data Exchange**.

Following the Machinery of Government changes in May 2025, the following program activity previously included in the Department of Social Services **Outcome 2.1 Families and Communities Program Specific Guidance**, transitioned out of the Department of Social Services to the Treasury:

- Reconnect

The above program activity has been added to the **Program Specific Guidance for The Treasury programs in the Data Exchange**.

Version 4, April 2025

Program activities added:

Family Safety

- Community-led Men's Wellness Centres for Aboriginal and Torres Strait Islander Peoples
- Community-led Prevention Service, Programs and Campaigns for Aboriginal and Torres Strait Islander Children
- Family, Domestic and Sexual Violence Programs in Aboriginal and Torres Strait Islander Community-Controlled Organisations
- Forced Marriage Specialist Support Program
- Healthy Masculinities Trial and Evaluation (Healthy MaTE)
- Leaving Violence Program – National Program
- Leaving Violence Program – Regional Trials
- National Plan to Reduce Violence against Women and their Children (readded)
- Supporting Adolescent Boys Trial

Volunteering and Community Connectedness

- Strengthening Families and Communities – Community Outreach

Program activities removed:

Volunteering and Community Connectedness

- Senior Connected Program Village Hubs
  - Program ceased
- Be Connected
  - Program ceased

Program activities modified:

Families and Children

- Community Mental Health – A Better Life
  - Revision to primary client and key client characteristic descriptions
  - Addition of standard SCORE instruction

Family Safety

- Helping Children Heal
  - Revision to unidentified client threshold

Financial Wellbeing and Capability

- Commonwealth Financial Counselling and Financial Capability
  - Removal of outdated SCORE instruction
- Financial Counselling Helpline (National Debt Helpline)
  - Removal of outdated SCORE instruction
- Financial Resilience
  - Removal of outdated SCORE instruction
- Laverton Local Partner Services
  - Minor update to program description
  - Revision to unidentified client threshold
- Money Support Hubs
  - Removal of outdated SCORE instruction
- Problem Gambling Financial Counselling
  - Removal of outdated SCORE instruction
- Community-led Local Partners Transition Project
  - Revision to Program Description
  - New service type added

Volunteering and Community Connectedness

- Cashless Debit Card (CDC) Support Services / Cashless Debit Card (CDC) Support Services – Job Support Hubs
  - Revision to primary client and key client characteristic descriptions
  - Addition of examples where use of unidentified clients is appropriate
  - Revision of the minimum requirements for SCORE data
  - Revision of some Service Type examples

Version 3, August 2024

Program activities added:

- Goldfields Community-led Initiatives
- Laverton Local Partner Services
- Digital Literacy for Older Australians Be Connected – 1 July 2024 Onwards

Program activities modified:

- Accredited Training for Sexual Violence Responses: Recognising and Responding to Sexual Violence
    - Revision to Service Types: Education and Skills Training and Education Engagement
- Be Connected
    - Removed duplication of Service Types
- Gender and Disaster Recovery
    - Update to case structure
- Helping Children Heal
    - Revision to SCORE Circumstance domain - Housing

Program activities removed:

- National Plan to Reduce Violence against Women and their Children
    - Programs ceased: Respect and Responsibility Project, Three E's to Freedom, Building Resilience Project, Support for Family Safety in the Kimberley Project
- No Interest Loan Scheme for Women Experiencing Domestic and Family Violence
    - Program ceased

Version 2, March 2024

Program activities added:

- Gender and Disaster Recovery
- Helping Children Heal
- Developing Cultural Competency and Trauma Responsiveness
- Strong and Resilient Communities – Community Support

Program activities modified:

- ABLe
    - Name revised to reflect formal program name: Community Mental Health – A Better Life (ABLe)
- Community-led Local Partners Transition Project
    - Placement now below Financial Wellbeing and Capability
- NILS-DV
    - Name revised to reflect formal program name: No Interest Loan Scheme for Women Experiencing Domestic and Family Violence (NILS-DV)
- Strong and Resilient Communities – Inclusive Communities
    - Removal of the requirement to report the extended data set under the Partnership Approach

Program activities removed:

- Budget Based Funded Program
    - Program merged into Children and Parenting Support Services from 1 July 2023
- Transition Funding for Successful Try, Test and Learn Projects
    - Program ceased

Version 1, August 2023

First publication and release of document.

This document was detached from the previous **Program Specific Guidance for Commonwealth Agencies** based on department and outcome type.

Program activities added:

- Escaping Violence Payment Place-based Trial
- National Perpetrator Intervention and Referral Service
- Community-led Local Partners Transition Project

Program activities modified:

- Accredited Training for Sexual Violence Responses: Recognising and Responding to Sexual Violence
    - revision to SCORE outcome reporting requirements
- Domestic Violence Response Training (DV-alert)
    - The addition/removal/renaming of workshops
    - The term ‘Aboriginal and / or Torres Strait Islander’ has been replaced with ‘First Nations’
    - Workshops descriptions (and titles, where required) have been updated in line with the revised DV alert workshop model
    - Removal of the Community SCORE domains so that there are no unidentified clients
    - The removal of 2 Circumstance SCORE domains
        - Employment
        - Personal and family safety
- Family and Relationship Services
    - changes to the client characteristics description
- Family Mental Health Support Services
    - changes to the primary client description and characteristics
- Reconnect
    - changes to client age and characteristics
    - expanded primary client description
    - references of ‘organisations’ changed to ‘service providers’
- Seniors Connected Program Village Hubs
    - all three Satisfaction SCORE domains listed and supporting guidance to measure against the domains.
- Social Impact Investing – Payment by Outcomes Trials: PBO 1 Microenterprise Development Program
    - changes to primary client description
- Social Impact Investing – Payment by Outcomes Trials: Project 2
    - updated example for reporting Intensive Support service type
- Social Impact Investing – Payment by Outcomes Trials: PBO 3 Long-term Employment Outcomes
    - primary client description and characteristics
    - modified description for ‘exit interview’ service type

Program activities removed:

- NILS-CV
- SARC – Inclusive Communities (grants concluding 2022 or before)