Australian Government

Program Specific Guidance for the Attorney General's Department programs in the Data Exchange

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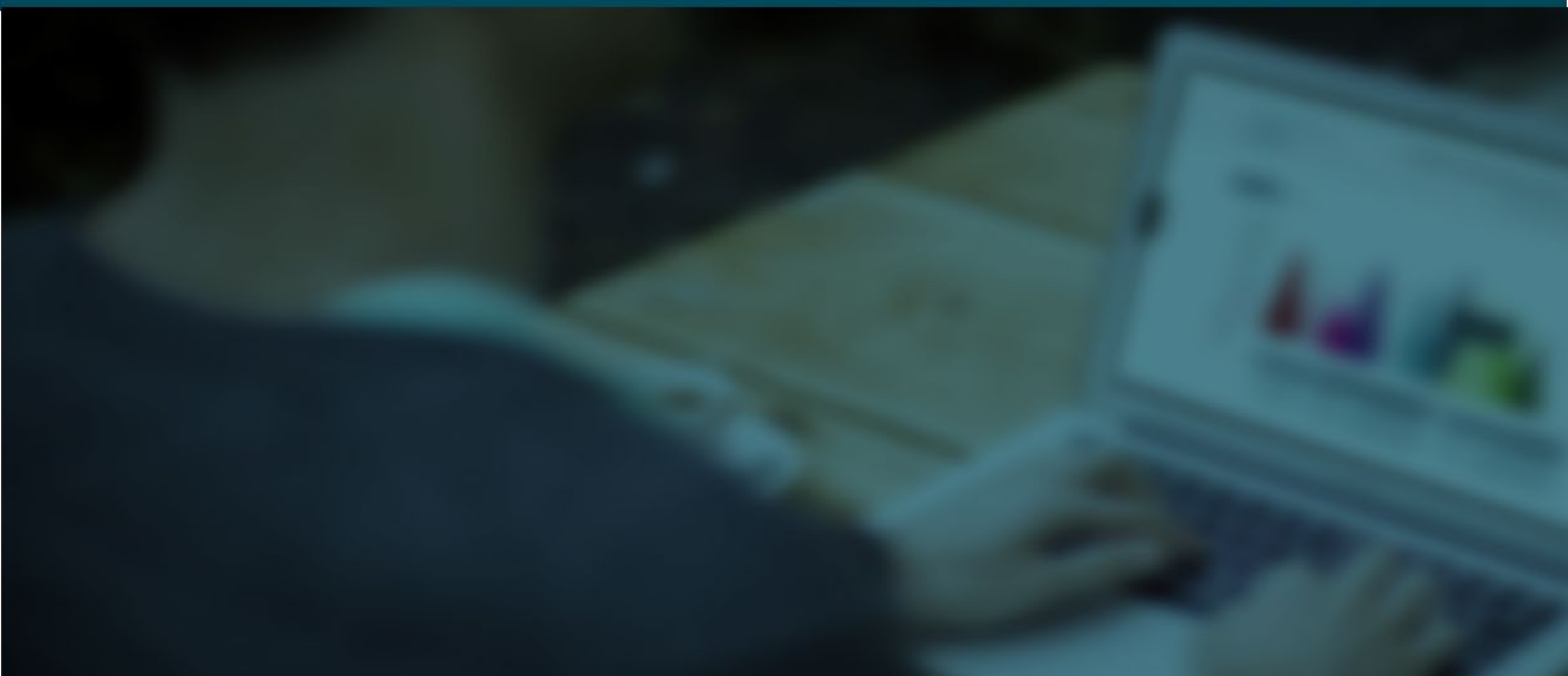

INTRODUCTION

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 by the **Attorney General's Department**.

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 Commonwealth-funded programs was formerly published as:

- Protocols – Appendix B
- Program Specific Guidance for Commonwealth Agencies in the Data Exchange

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ATTORNEY GENERAL'S DEPARTMENT (AGD)

Justice Services

This program aims to ensure an effective and efficient justice system, and improve outcomes for vulnerable people facing disadvantage by ensuring their access to legal representation and associated services.

The following program activities are included in Justice Services:

- Specialist Elder Abuse Services

Specialist Elder Abuse Services

The More Choices for a Longer Life - Protecting the Rights of Older Australians program - Elder Abuse Service Trials (the program) ran over four years from 2018-19 to 2021-22. Following a positive evaluation outcome, further funding was provided to continue the Specialist Elder Abuse Services for a further four years from 2022-23.

Description

The objective of the Specialist Elder Abuse Services is to improve the government's knowledge of, and expand its options to respond to, elder abuse in a variety of forms. The program will increase access to services and support options for those directly experiencing or at risk of elder abuse.

The intended outcome of the program is to reduce the incidence and severity of elder abuse through the provision of information and support (including social, legal and potentially other forms of support, such as counselling) which is designed to meet the specific needs of the individual or couple being assisted. It will achieve this through continuing to support existing elder abuse services

Although services delivered may involve family members (depending on the particular circumstances) the focus of the program is to improve outcomes for the person experiencing, or at risk of, elder abuse. This may initially include liaising with a family member(s) to determine if abuse is occurring.

Eligibility for this program is determined by the age criteria **and** the risk or experience of abuse. Additionally, the eligible person must consent to participate in the program.

Who is the primary client?

Primary clients for this program activity are Australians aged 65 and over, and First Nations Australians aged 50 and over, who are at risk of, or are experiencing, elder abuse.

For this program activity, it is expected that you establish direct contact as soon as possible with the older person or couple who will be the beneficiary of the service delivery. If you are unable to contact the older person or obtain consent to participate in the program within an agreed timeframe, you cannot continue to deliver services within this program, although you may be able to refer the family to appropriate alternative services.

Organisations must adhere to the notification and consent arrangements regarding the collection and storage of personal information, as identified in the Data Exchange Protocols. In some circumstances it may be appropriate to seek consent from a guardian or carer (see Protocols, section 4 for more information).

There may be situations where a support person engages with a service provider on behalf of a primary client, but the primary client does not attend a particular session with the service provider. This could be for a range of reasons, such as the primary client being incapacitated, or the situation being stressful to the older person. The client could in some cases still be attached to a session even if they were not physically present, provided the client:

a. has given consent to participate in the program,

b. is directly benefitting from the service delivery, and

c. is expected to achieve a measurable outcome as a result.

For information on how to record services delivered in circumstances where the client is not physically present, please refer to the **service type** and **scenario** sections below.

What are the key client characteristics?

Clients are older Australians who are experiencing, or who are at risk of experiencing, elder abuse. This can include physical, sexual, psychological/emotional or financial abuse, and neglect.

Who might be considered 'support persons'?

When recording client level data in the Data Exchange you have the option to record details relating to the support person(s) who may be present at a session. For information on how to record them, please refer to the 'service type' section below.

Support persons may include family members who assist the client to attend the session (through transport, translating or other assistance).

There may be instances where a family member initially presents to an organisation seeking advice on alleged elder abuse. In this situation the family member is still considered a support person.

For this program activity, 'support persons' could potentially include family members who are in dispute with the older person (primary client) and/or other family members. It may also include legal representatives, community leaders or a case/support worker. Where organisations are delivering case management and mediation services to the primary client, family members are recorded as support persons.

Instructions on how to record support persons in the web-based portal are on the Data Exchange website.

Note: a SCORE assessment should not be applied to a support person unless they subsequently become a client.

Should 'unidentified' clients be recorded?

The program is primarily focused on developing relationships with individual primary clients, although there may be instances where a family member / support person is the person initially contacting an organisation to seek advice on alleged elder abuse. In these circumstances, where the details of the client are not yet known, the older person must be attached to the case as an 'unidentified client', and the support person is also attached to this case. Examples of when and how to record 'unidentified' clients are provided in the service type descriptions/scenarios.

Depending on the service type being provided, you may be delivering services to larger groups, such as information sessions to community organisations or health care professionals. In these circumstances, or where it is not practical to collect individual details, you should record the attendees as 'unidentified' clients.

Please refer to the Data Exchange Protocols for further guidance on appropriate use of 'unidentified' clients.

How could cases be set up?

All cases must have an eligible (unidentified or identified) primary client attached to them; that is, there can be no 'support person only' cases.

Where the primary client's details are not initially known, attach an unidentified client to the case. Once you have obtained the primary client's details attach this person to the case and remove the unidentified client.

A case should be created for each primary client/couple experiencing abuse, except for instances of awareness sessions or community engagement events, where a separate case must be created to record these events.

- For primary client couples, if the abuser is not the same, a separate case must be created for each primary client.
- Where a case is created for an awareness or community engagement session, the attendance profile selected must be either 'community event' or 'peer support group'.

To protect client privacy, family names or other identifying information should never be recorded in the Case ID field. To easily navigate cases, you should use other identifying descriptions, such as 'FamilyA24' or 'Family Group 26'.

The Partnership Approach

For this program, all organisations are required to participate in the Partnership Approach.

As part of the Partnership Approach, organisations will be able to use the Data Exchange standard approach to record primary client outcomes known as Standard Client/Community Outcomes Reporting (SCORE).

The Partnership Approach also includes the ability to record an extended data set.

Recording outcomes data using SCORE

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for a majority of primary clients. However, you should do so within reason and in alignment with ethical requirements.

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record SCORE assessments in the following domains:

Circumstances	Goals	Satisfaction
▪ Family Functioning ▪ Financial Resilience ▪ Housing ▪ Material well-being and self-care ▪ Mental health, wellbeing and self-care ▪ Personal and family safety ▪ Physical health	▪ Changed knowledge and access to information ▪ Changed behaviours ▪ Changed skills ▪ Empowerment, choice & control to make own decisions ▪ 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

Collecting extended data

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

Client Level Data	Case Level Data	Session Level Data
▪ Household composition	▪ Reason for seeking assistance ▪ Referral source ▪ Attendance profile	▪ Referral type ▪ Referral purpose

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

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

The service type describes the **main** focus of the session being delivered. If a session covers multiple service types, the most relevant **one** should be chosen either on the basis of the majority of time spent focusing on the particular service type or the main way an outcome was achieved.

The table below describes when to use a particular service type.

Service Type	Example
Advocacy/Support	Advocating on a client's behalf to an entity such as a government agency, bank or in a family care conference (in the case of health justice partnerships); helping the client access a service or contacting an organisation on their behalf - for example working with the Public Trustee and Guardianship Tribunal to intervene early in a financial abuse situation. It could also include negotiating with a bank in relation to a loan and mortgage or assistance with completing documents. • The primary client should be recorded as an individual client for this service type. • You cannot advocate on behalf of unidentified clients or support persons. • Where you have already engaged with the primary client, they can sometimes be attached to a session even if they were not physically present, provided they are directly benefitting from the advocacy/support and are expected to achieve a measurable outcome as a result of the session.
Awareness session	Raising awareness about elder abuse by giving a session to a community group, or to a group of health professionals on, for example, how to identify elder abuse or how to access support services. ▪ 'Unidentified' clients are acceptable when the session primarily provides general information to a group, or advice to a broad audience of at-risk people. ▪ Primary clients (where applicable) can also attend these sessions. Separate cases must be created for awareness sessions. The attendance profile selected for these cases must be either 'community event' or 'peer support group'. **Note:** A SCORE assessment should not be applied to attendees of awareness sessions.

Service Type	Example
Counselling	Provision of counselling services based on the need to work through and resolve relationship issues (including domestic violence, mental health or financial concerns) affecting the older person who is at risk of or experiencing elder abuse, as well as providing emotional and psychological support to the primary client. • 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 mediation, such as family members, should be individually recorded as support persons.
Community engagement	This service type should be used when organising a community event, or other activity that helps a person or a group of individuals affected by elder abuse to reconnect with others in the community. Although it is not expected that many organisations will select community engagement as a service type for this program, when used: • Primary clients (where applicable) are recorded as individual clients. • Support persons would be recorded only where they accompany the older person to the activity. • Unidentified clients are acceptable when the session primarily provides general information to a group, or advice to a broad audience of at-risk people. Separate cases must be created for community engagement sessions. The attendance profile selected for these cases must be either 'community event' or 'peer support group'. **Information sessions to community groups should be recorded as 'awareness sessions'**.
Dispute resolution	Helping the client to resolve a dispute with another person or persons. Examples include financial arrangements or property issues. This can involve helping the client work through particular issues with family members to avoid legal action. This service type is more likely to apply to Specialist Elder Abuse Units and Health Justice Partnerships, though it may apply to some Case Management and Mediation Services. • 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 dispute resolution process, such as family members, should be individually recorded as support persons.

Service Type	Example
Family mediation	This service type is likely to apply to mediation between the older person and their family to achieve reconciliation, settlement or compromise. The focus is on achieving a positive outcome for the primary client. This service type is more likely to apply to case management and mediation services but may be present in other service types. • 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 mediation, such as family members, should be individually recorded as support persons. Where you have already engaged with the primary client they can sometimes be attached to a session, even if they were not physically present, provided they are directly benefitting from the family mediation and are expected to achieve a measurable outcome as a result of the session.
Information/Advice/Referral	Providing standard advice, guidance or information relevant to a client's immediate needs, such as advice on how to safeguard against abuse or advice about legal or financial options. It can also include advice to a family member or friend who suspects elder abuse. It also applies where the service offered was primarily a referral to another service provided within or external to your organisation, such as legal advice, financial assistance, health services or social work support. This service type can also be used for engaging with an individual client or a group of clients on a particular topic. Examples include managing finances, preparing wills or raising awareness of how to avoid abuse. • 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 should be classified as 'awareness sessions'.**
Intake and assessment	The initial meeting with a client during which your organisation gathers information on the client's need, defines the outcomes sought for the client and determines the support they need. This is usually (but not limited to) the first session a client attends. • 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, such as family members, can be individually recorded as support persons.

Service Type	Example
Specialist support	The client receives specialist services from a lawyer or financial advisor. This could include assistance with complex litigation, legal advice, representation at tribunals and courts, preparing guardianship orders, or advice from a financial advisor on how manage finances to avoid financial abuse. • 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, such as family members, can be individually recorded as support persons.

Scenarios	Specialist Elder Abuse Services – Recording clients and support persons
Scenario 1: **Older person participating in the program** **Client and support person both present at the session.**	**Scenario:** Alice is 75 years old and lives with her husband Mark. Alice has agreed to participate in the Specialist Elder Abuse Services and your organisation provides an *intake/assessment service* at her home with her husband present. **Who is the client?** Alice is the client. **Action:** Collect and record data on Alice in the Data Exchange, create a case with Alice as the client, then record a session with Alice as the client. **Who is the support person?** Alice's husband Mark is the support person. **Action:** Collect and record Mark's details in the Data Exchange, attach Mark to the session for Alice, and note him as attending the session as a 'support person'.
Scenario 2: **Older person is participating in the program, but not present at the session** **No support person at the session.**	**Scenario:** Fred is 94 years old and lives with his daughter Sue. Fred is participating in the Specialist Elder Abuse Services. After the initial intake meeting, the organisation *advocates* on Fred's behalf to a Government agency. Fred is not physically present whilst the advocacy is occurring. **Who is the client?** Fred is the client, and a case has been created for him and his family members. **Action:** Collect and record data on Fred in the Data Exchange at the intake meeting. Record a session of Advocacy/Support with Fred as the client. **Who is the support person?** Not applicable, as the organisation is advocating on Fred's behalf and not on behalf of his daughter, Sue. **Action:** No additional action required.

Scenarios	Specialist Elder Abuse Services – Recording clients and support persons
Scenario 3: **Older person is participating in the program** **Only support persons present at the session.**	**Scenario:** Jessie is a 53-year-old Ngunnawal woman who has been participating in the Specialist Elder Abuse Services. Your organisation provides family mediation for her son and daughter whilst Jessie is not present. **Who is the Client?** Jessie is the client. **Action:** Client data would already have been recorded on Jessie in the Data Exchange, and she remains the client in the case record. **Who is the support person?** Jessie's son and daughter are the support persons. **Action:** Collect and record data for Jesse's son and daughter in the Data Exchange, record a session with Jessie's son and daughter as attending the session as 'support persons'. Jessie is part of the case, but is not recorded at this session, as she doesn't attend.
Scenario 4: **Older person is not present and is unable to consent** **Support person has authority to consent on behalf of the older person** **Client does not attend the session.**	**Scenario:** Bob is 77 years old and lives with his son, Tim. Tim attends an initial meeting on behalf of Bob for the Specialist Elder Abuse Services. Bob is unable to provide informed consent on his own, but Tim does have authority to provide consent on Bob's behalf. Tim provides your organisation with Bob's personal details and agrees on Bob's behalf to participate in the program. **Who is the client?** Bob is the client. **Action:** Create a case with Bob as the client. Collect and record Bob's data in the Data Exchange as provided by Tim. Create a case with Bob as the client. Create a session with Bob as the client, even though he is not in attendance at this session. **Who is the support person?** Tim is the support person. **Action:** Collect and record data for Tim in the Data Exchange and attach him to the session as a support person. **Note –** Should Tim not provide consent for Bob to participate in the program, and Bob himself cannot provide informed consent, the case must be closed, as no further participation in the program is possible.
Scenario 5: **Older person not present** **Support person does not have authority to consent on behalf of the older person** **Older person provides consent and personal details via telephone.**	**Scenario:** Jill is 95 years old and has a daughter Mary, who is 67 years old. Mary attends an initial Specialist Elder Abuse Service on behalf of Jill but does not have authority to provide consent on Jill's behalf. While Mary is at your office, your organisation contacts Jill via phone and she provides her consent and personal details. During the phone call Jill has an initial discussion regarding her concerns. **Who is the client?** Jill is the client. Mary would not meet the eligibility criteria to be a client even though she is over 65, as she is not the one experiencing or at risk of abuse. **Action:** Create a case with Jill as the client. Collect and record Jill's data in the Data Exchange. Record a session with Jill as the client, even though Jill is not physically in attendance at this session. **Who is the support person?** Mary is the support person. **Action:** Collect and record data for Mary in the Data Exchange. Attach Mary to the session created for Jill and note Mary as attending the session as a support person.

Scenarios	Specialist Elder Abuse Services – Recording clients and support persons
Scenario 6: **Older person not present** **It has not yet been established whether there is abuse, nor whether there is a willingness to participate** **One family member has power of attorney but does not provide consent** **Another family member is seeking assistance for the older person but does not have authority.**	**Scenario:** Ethel is 80 years old and lives with her son Bob, who has power of attorney. Ethel's daughter Jane contacts your Specialist Elder Abuse Service on behalf of her mother Ethel, claiming financial abuse by her brother Bob. However, Jane does not have authority to provide consent on Ethel's behalf. When contacted, Bob refuses to provide consent, and will not allow contact with his mother. Your organisation provides initial counselling and advice to Jane, and later meets with Bob separately. **Who is the client?** Ethel is the client. **Action:** A case is created with Ethel as an 'unidentified' client, as no individual details are available. Record sessions with one or more support persons until you are able to establish contact with Ethel, ascertain her personal details and willingness to participate in the program. At that point: • create a client record for Ethel, and • remove the unidentified client from the case. **Who is the support person?** Jane and Bob are the support persons for the purposes of the Data Exchange. **Action:** Collect and record data for Jane and Bob in the Data Exchange. Attach the attending family member(s) as support persons at the relevant sessions. **Note –** if, within agreed timeframes, no contact with the client can be made, and there is no reasonable prospect of obtaining consent for the primary client to participate in the program, family members are no longer eligible to participate in this program but may be referred to other services or programs for further support and assistance.
Scenario 7: **A couple of older persons, initially not present, and no power of attorney is provided** **One family member initiates contact with the service** **Both older persons' details are later recorded** **It turns out the abuse is perpetrated by different people.**	**Scenario A:** Fred (82 years old) and Wilma (79 years old) are married and live together in a nursing home. Their daughter Cynthia contacts your organisation seeking assistance for her parents who are allegedly both being abused by another relative (Mark). Cynthia provides her details and books an initial meeting with your organisation, but neither parent is present on that occasion. **Who is the client?** Fred and Wilma are the clients. **Action:** A case is initially created with both Fred and Wilma as 'unidentified' clients, as no individual details are available. Record sessions with one or more support persons until you are able to establish contact with Fred and Wilma, ascertain their personal details and willingness to participate in the program. At that point: • create two client records, for Fred and Wilma respectively, and • remove the two unidentified clients from the case. **Who is the support person?** Cynthia is the support person. (Mark may later also be recorded as a support person). **Action:** Collect and record data for Cynthia (and Mark) in the Data Exchange. Attach the attending support person(s) to the relevant sessions. **Scenario B:** It later turns out that Mark is indeed abusing Fred (financially), but also that Fred is abusing his wife Wilma (emotionally and physically).

Scenarios	Specialist Elder Abuse Services – Recording clients and support persons
	Action: As there are now two separate elder abuse situations, a new case needs to be created. From this point, if Fred or Wilma both attend a session, the type of service delivered at that session would determine whether they attended as a client or a support person on that occasion.

Family Law Services

Family Law Services aims to improve family relationships in the best interests of children by providing alternatives to formal legal processes for families who are separated, separating or in dispute.

The following program activities are included in Family Law Services:

- Children's Contact Services
- Family Dispute Resolution
- Family Law Counselling
- Family Relationship Advice Line
- Family Relationship Centres
- Parenting Orders Program/Post Separation Cooperative Parenting Program
- Regional Family Dispute Resolution
- Supporting Children After Separation Program

Children's Contact Services

Description

Children's Contact Services enable children of separated parents to have safe contact with the parent they do not live with, in circumstances where parents are unable to manage their own contact arrangements. Where parents are not able to meet without conflict, Children's Contact Services provide a safe, neutral venue for the transfer of children between separated parents. Where there is a perceived or actual risk to the child, this program provides supervised contact between a child and their parent or other family member. Parents may be ordered to attend a Children's Contact Service by a court to facilitate changeover or have supervised visits with their children.

Who is the primary client?

This program is a universal service that provides support to separated families and children where high conflict, family violence, child safety or high risks are factors. Clients may include grandparents and other extended family members who care for children.

What are the key client characteristics?

Separating and separated couples, and family members, with children and young people in their care.

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; parents, guardians or nominated representatives (who are present but not directly receiving a service), case or support workers.

Should unidentified clients be recorded?

This program provides face-to-face support where clients are known to the service and safety is a priority, therefore it is expected that **no more than 5 per cent** of 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?

Organisations can create a separate case for each family group. 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 'FamilyA24' or 'Family Group 26'.

The Partnership Approach

For this program, all organisations are required to participate in the Partnership Approach by submitting additional client data, in return for access to extra reports.

The Partnership Approach also includes the ability to record an extended data set.

Recording outcomes data using SCORE

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE).

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record SCORE assessments in the following domains:

Circumstances	Goals	Satisfaction
▪ Family functioning ▪ Mental health, wellbeing and self-care ▪ Personal and family safety	▪ Changed knowledge and access to information ▪ Changed skills ▪ Changed behaviours ▪ Empowerment, choice and control to make own decisions ▪ 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

Completing a Circumstances SCORE assessment

For this program activity, it is recommended organisations use the following SCORE descriptions when assessing clients in the following Circumstances domains.

Circumstances	1	2	3	4	5
Family Functioning	I experience high conflict and have limited communication with members of my family (including separated and separating family members).	I experience some conflict and have some communication with members of my family (including separated and separating family members).	I experience minimal conflict and can communicate with members of my family when necessary (including separated and separating family members).	I can come to agreements by communicating with members of my family (including separated and separating family members).	I can positively interact and communicate with members of my family (including separated and separating family members).
Mental health, wellbeing and self-care	My mental health and well-being are very poor.	My mental health and well-being are somewhat poor.	My mental health and well-being are ok.	My mental health and well-being are quite good.	My mental health and well-being are very good.
Personal and family safety	I do not feel safe at all.	I rarely feel safe.	I sometimes feel safe.	I feel safe most of the time.	I feel safe almost all of the time.

Completing a Goals SCORE assessment

For this program activity, it is recommended organisations use the following SCORE descriptions when assessing clients in the following Goals domains.

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 improving/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.	I 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.
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 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 the 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.

Goals	1	2	3	4	5
Engagement with relevant support services	I have made enquires to support services that I believe will help me improve my situation.	I have started working with a support service.	I am working with a support service, and I am making some progress towards improving my situation.	I am working with a support service, and I am making good progress towards improving my situation.	My situation has improved because I engaged with a support service that helped me. I will access support services in the future because of my experience.
Changed impact of immediate crisis	I am facing an immediate crisis that I am struggling to cope with, and this has a consistent impact on my life.	I am facing an immediate crisis that I sometimes struggle to cope with, and this has an impact on my life at times.	I am facing an immediate crisis that I have taken steps to address and the impact on my life is reducing.	I am facing an immediate crisis that I have begun to resolve and the impact on my life is minimal.	I am no longer facing an immediate crisis.

Completing a Satisfaction SCORE assessment

For this program activity, it is recommended organisations 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	I disagree that the service listened to me and understood my issues	I tend to disagree that the service listened to me and understood my issues	I neither agree nor disagree that the service listened to me and understood my issues	I tend to agree that the service listened to me and understood my issues	I agree that the service listened to me and understood my issues
I am satisfied with the services I have received	I am not satisfied with the services I have received	I tend to disagree that I was satisfied with the services I have received	I neither agree nor disagree that I was satisfied with the services I have received	I tend to agree that I was satisfied with the services I have received	I am satisfied with the services I have received
I am better able to deal with issues that I sought help with	I disagree that I am better able to deal with my issues	I tend to disagree that I am better able to deal with my issues	I neither agree nor disagree that I am better able to deal with my issues	I tend to agree that I am better able to deal with my issues	I agree that I am better able to deal with my issues

Collecting extended data

For this program activity, it is expected that organisations collect the following extended data items for all clients.

Session Level Data	Case level data
▪ Referral to other services: ▪ Referral type ▪ Referral purpose	▪ Referral source ▪ Reason for seeking assistance

You may also record other details or SCORE domains 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
Case support/review	Session where substantial effort is invested and there is direct benefit to the client, including: • Client engagement. For example, to support supervised contact and transition to self-management; risk identification, management and mitigation; and incidental support needs of clients. • Monitoring the progress of interventions. For example, consults between other professionals and undertaking unscheduled client-specific supervision to progress a case. • Preparing or documenting the case. For example, reading and writing reports and letters, maintaining case notes.
Child orientation	Orientation session delivered to children prior to commencement of CCS services.
Information/advice	Provision of general information about post-separation parenting, children's needs and options for resolving family law disputes.
Intake and assessment	Assessing a client in an initial session to determine needs, undertaking screening and risk assessment and discussion around confidentiality.
Supervised change-over	Supervised changeover of children to spend time with a member of the child's family, where the visit with the non-residential parent/guardian does not then occur at the centre.
Supervised / onsite contact	Contact visits between children and non-residential parents, guardians or carers facilitated by the children's contact service, including when contact is not continually supervised.

Specific Family Law Services data fields:

Specific family law field name	Description
Fees charged	Fees charged but not necessarily collected. If no fees were charged, enter a zero (0) amount.

Family Dispute Resolution

Description

Family Dispute Resolution services assist families to reach agreement and to resolve their disputes related to family law issues outside of the court system, including but not limited to: separation and divorce; children; and property. This includes assistance in improving post-separation relationships.

Who is the primary client?

This program activity is a universal service that assists families who are separating, separated or in dispute. Clients may include grandparents and other extended family members affected by family separation.

What are the key client characteristics?

Separating and separated couples, including those with or without children and young people in their care.

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 or nominated representatives (who are present but not directly receiving a service), or legal representatives of clients.

Should unidentified clients be recorded?

Family Dispute Resolution provides support to clients who are known to the service; therefore it is expected that **no more than 5 per cent** of clients should be recorded as unidentified clients in each reporting period. This program may include group education, skills or information sessions as part of meeting the needs of separated parents in their community, however, organisations should collect registration details for each individual participant and record them as individual clients where possible.

Please refer to the Data Exchange Protocols for further guidance on appropriate use of unidentified clients.

How should cases be set up?

Organisations can create a separate case for each family group. 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 'FamilyA24' or 'Family Group 26'.

The Partnership Approach

For this program, all organisations are required to participate in the Partnership Approach by submitting additional client data, in return for access to extra reports.

The Partnership Approach also includes the ability to record an extended data set.

Recording outcomes data using SCORE

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE).

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record SCORE assessments in the following domains:

Circumstances	Goals	Satisfaction
▪ Family functioning ▪ Mental health, wellbeing and self-care ▪ Personal and family safety	▪ Changed knowledge and access to information ▪ Changed skills ▪ Changed behaviours ▪ Empowerment, choice and control to make own decisions ▪ 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

Completing a Circumstances SCORE assessment

For this program activity, it is recommended organisations use the following SCORE descriptions when assessing clients in the following Circumstances domains.

Circumstances	1	2	3	4	5
Family Functioning	I experience high conflict and have limited communication with members of my family (including separated and separating family members).	I experience some conflict and have some communication with members of my family (including separated and separating family members).	I experience minimal conflict and can communicate with members of my family when necessary (including separated and separating family members).	I can come to agreements by communicating with members of my family (including separated and separating family members).	I can positively interact and communicate with members of my family (including separated and separating family members).
Mental health, wellbeing and self-care	My mental health and well-being are very poor.	My mental health and well-being are somewhat poor.	My mental health and well-being are ok.	My mental health and well-being are quite good.	My mental health and well-being are very good.
Personal and family safety	I do not feel safe at all.	I rarely feel safe.	I sometimes feel safe.	I feel safe most of the time.	I feel safe almost all of the time.

Completing a Goals SCORE assessment

For this program activity, it is recommended organisations use the following SCORE descriptions when assessing clients in the following Goals domains.

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 improving/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.	I 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.
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 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 the 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.

Goals	1	2	3	4	5
Engagement with relevant support services	I have made enquires to support services that I believe will help me improve my situation.	I have started working with a support service.	I am working with a support service, and I am making some progress towards improving my situation.	I am working with a support service, and I am making good progress towards improving my situation.	My situation has improved because I engaged with a support service that helped me. I will access support services in the future because of my experience.
Changed impact of immediate crisis	I am facing an immediate crisis that I am struggling to cope with, and this has a consistent impact on my life.	I am facing an immediate crisis that I sometimes struggle to cope with, and this has an impact on my life at times.	I am facing an immediate crisis that I have taken steps to address and the impact on my life is reducing.	I am facing an immediate crisis that I have begun to resolve and the impact on my life is minimal.	I am no longer facing an immediate crisis.

Completing a Satisfaction SCORE assessment

For this program activity, it is recommended organisations 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	I disagree that the service listened to me and understood my issues	I tend to disagree that the service listened to me and understood my issues	I neither agree nor disagree that the service listened to me and understood my issues	I tend to agree that the service listened to me and understood my issues	I agree that the service listened to me and understood my issues
I am satisfied with the services I have received	I am not satisfied with the services I have received	I tend to disagree that I was satisfied with the services I have received	I neither agree nor disagree that I was satisfied with the services I have received	I tend to agree that I was satisfied with the services I have received	I am satisfied with the services I have received
I am better able to deal with issues that I sought help with	I disagree that I am better able to deal with my issues	I tend to disagree that I am better able to deal with my issues	I neither agree nor disagree that I am better able to deal with my issues	I tend to agree that I am better able to deal with my issues	I agree that I am better able to deal with my issues

Collecting extended data

For this program activity, it is expected that organisations collect the following extended data items for all clients.

Session Level Data	Case level data
▪ Referral to other services: ▪ Referral type ▪ Referral purpose	▪ Referral source ▪ Reason for seeking assistance

You may also record other details or SCORE domains 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
Case support/review	Session where substantial effort is invested and there is direct benefit to the client, including: • Client engagement. For example, to support supervised contact and transition to self-management; risk identification, management and mitigation; and incidental support needs of clients • Monitoring the progress of interventions. For example, consults between other professionals and undertaking unscheduled client-specific supervision to progress a case • Preparing or documenting the case. For example, reading and writing reports and letters, maintaining case notes.
Dispute resolution	Family dispute resolution mediation sessions delivered by accredited practitioners to resolve parenting disputes about post separation arrangements for children. This may include a child inclusive practice session.
Education and skills training	Workshops and training to educate separating families about post-separation parenting, conflict, dispute resolution and communication skills, and improving post-separation relationships.
Information/advice	Provision of general information about post-separation parenting, children's needs and options for resolving family law disputes.
Intake and assessment	Assessing a client in an initial session to determine needs, undertaking screening and risk assessment and discussion around confidentiality.

Service Type	Example
Property mediation	Property mediation sessions delivered by accredited Family Dispute Resolution practitioners to help families affected by separation to resolve arrangements for the splitting of their property, including finances.

Specific Family Law Services data fields:

Specific family law field name	Description
Parenting agreement reached: full	Any parenting agreement reached, whether oral or written, where the parties have agreed all parenting matters in dispute. This can include a formal parenting plan signed and dated by both parents in compliance with section 63C of the *Family Law Act 1975*. Agreements where the parties are in full agreement but do not sign and date should also be included here.
Parenting agreement reached: partial	A written or oral agreement between the parties of some of the parenting matters in dispute. Can include a parenting plan, where some of the matters in dispute are agreed upon between the parties, but not all issues are resolved.
Parenting agreement: not reached	Where the parenting matter/s in dispute are not resolved.
Date of agreement	The date when the parties reached either the full or partial parenting agreement.
Did a legal practitioner assist in parenting mediation sessions?	Where a legal practitioner is present and participates in parenting mediation sessions (legally assisted family dispute resolution).
Section 60I certificate type	Please use the certificate categories in the Family Law (Family Dispute Resolution Practitioners) Regulations 2025 Regulation Schedule 1 (a) to (e).
Date of certificate issued	This item is related to the Section 60(I) certificate question and records the date the Section 60(I) certificate was issued.
Property agreement reached: full	Any property agreement reached, whether written or oral, where the parties have agreed all property matters in dispute. Written agreements where the parties are in full agreement but do not sign and date should also be included here.
Property agreement reached: partial	A written or oral agreement between the parties of some of the property matters in dispute. Not all property matters in dispute are resolved.
Property agreement reached: not reached	Where the property matters in dispute are not resolved.

Specific family law field name	Description
Date of agreement	The date when the parties reached either the full or partial property agreement.
Did a legal practitioner assist in property mediation sessions?	Where a legal practitioner is present and participates in property mediation sessions (legally assisted property mediation).
Fees charged	Fees charged but not necessarily collected. If no fees were charged, enter a zero (0) amount.

Regional Family Dispute Resolution

Description

Regional Family Dispute Resolution services assist families to reach agreement and to resolve their disputes related to family law issues outside of the court system, including but not limited to; separation and divorce, children, and property. This may also include the provision of counselling and group work as part of meeting the needs of separated families in their community.

Who is the primary client?

This program activity is a universal service that assists families who are separating, separated or in dispute. Clients may include grandparents and other extended family members affected by family separation.

What are the key client characteristics?

- Separating and separated couples with children and young people in their care, and
- Families in regional, rural and remote areas.

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 or nominated representatives (who are present but not directly receiving a service), or legal representatives of clients.

Should unidentified clients be recorded?

Regional Family Dispute Resolution provides support to clients who are known to the service; therefore it is expected that **no more than 5 per cent** of clients should be recorded as unidentified clients in each reporting period. This program may include group education, skills or information sessions as part of meeting the needs of separated parents in their community, however, organisations should collect registration details for each individual participant and record them as individual clients where possible.

Please refer to the Data Exchange Protocols for further guidance on appropriate use of unidentified clients.

How should cases be set up?

Organisations can create a separate case for each family group. 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 'FamilyA24' or 'Family Group 26'.

The Partnership Approach

For this program, all organisations are required to participate in the Partnership Approach by submitting additional client data, in return for access to extra reports.

The Partnership Approach also includes the ability to record an extended data set.

Recording outcomes data using SCORE

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE).

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

The SCORE areas listed below have been identified as the most relevant for this program. In addition, organisations can choose to record outcomes against any other domains that are relevant for the client.

Circumstances	Goals	Satisfaction
▪ Family functioning ▪ Mental health, wellbeing and self-care ▪ Personal and family safety	▪ Changed knowledge and access to information ▪ Changed skills ▪ Changed behaviours ▪ Empowerment, choice and control to make own decisions ▪ 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

Completing a Circumstances SCORE assessment

For this program activity, it is recommended organisations use the following SCORE descriptions when assessing clients in the following Circumstances domains.

Circumstances	1	2	3	4	5
Family Functioning	I experience high conflict and have limited communication with members of my family (including separated and separating family members).	I experience some conflict and have some communication with members of my family (including separated and separating family members).	I experience minimal conflict and can communicate with members of my family when necessary (including separated and separating family members).	I can come to agreements by communicating with members of my family (including separated and separating family members).	I can positively interact and communicate with members of my family (including separated and separating family members).
Mental health, wellbeing and self-care	My mental health and well-being are very poor.	My mental health and well-being are somewhat poor.	My mental health and well-being are ok.	My mental health and well-being are quite good.	My mental health and well-being are very good.
Personal and family safety	I do not feel safe at all.	I rarely feel safe.	I sometimes feel safe.	I feel safe most of the time.	I feel safe almost all of the time.

Completing a Goals SCORE assessment

For this program activity, it is recommended organisations use the following SCORE descriptions when assessing clients in the following Goals domains.

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 improving/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.	I 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.
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 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 the 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.

Goals	1	2	3	4	5
Engagement with relevant support services	I have made enquires to support services that I believe will help me improve my situation.	I have started working with a support service.	I am working with a support service, and I am making some progress towards improving my situation.	I am working with a support service, and I am making good progress towards improving my situation.	My situation has improved because I engaged with a support service that helped me. I will access support services in the future because of my experience.
Changed impact of immediate crisis	I am facing an immediate crisis that I am struggling to cope with, and this has a consistent impact on my life.	I am facing an immediate crisis that I sometimes struggle to cope with, and this has an impact on my life at times.	I am facing an immediate crisis that I have taken steps to address and the impact on my life is reducing.	I am facing an immediate crisis that I have begun to resolve and the impact on my life is minimal.	I am no longer facing an immediate crisis.

Completing a Satisfaction SCORE assessment

For this program activity, it is recommended organisations 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	I disagree that the service listened to me and understood my issues	I tend to disagree that the service listened to me and understood my issues	I neither agree nor disagree that the service listened to me and understood my issues	I tend to agree that the service listened to me and understood my issues	I agree that the service listened to me and understood my issues
I am satisfied with the services I have received	I am not satisfied with the services I have received	I tend to disagree that I was satisfied with the services I have received	I neither agree nor disagree that I was satisfied with the services I have received	I tend to agree that I was satisfied with the services I have received	I am satisfied with the services I have received
I am better able to deal with issues that I sought help with	I disagree that I am better able to deal with my issues	I tend to disagree that I am better able to deal with my issues	I neither agree nor disagree that I am better able to deal with my issues	I tend to agree that I am better able to deal with my issues	I agree that I am better able to deal with my issues

Collecting extended data

For this program activity, it is expected that organisations collect the following extended data items for all clients.

Session Level Data	Case level data
▪ Referral to other services: ▪ Referral type ▪ Referral purpose	▪ Referral source ▪ Reason for seeking assistance

You may also record other details or SCORE domains 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
Case support/review	Session where substantial effort is invested and there is direct benefit to the client, including: • Client engagement. For example, to support supervised contact and transition to self-management; risk identification, management and mitigation; and incidental support needs of clients • Monitoring the progress of interventions. For example, consults between other professionals and undertaking unscheduled client-specific supervision to progress a case • Preparing or documenting the case. For example, reading and writing reports and letters, maintaining case notes.
Counselling	Working through a particular issue such as relationship, separation and parenting concerns, as delivered by a person authorised to provide 'family counselling' as defined under the Family Law Act.
Dispute resolution	Family dispute resolution mediation sessions delivered by accredited practitioners to resolve parenting disputes about post separation arrangements for children. This may include a child inclusive practice session.
Education and skills training	Workshops and training to educate separating families about post-separation parenting, conflict, dispute resolution and communication skills, and improving post-separation relationships.
Information/advice	Provision of general information about post-separation parenting, children's needs and options for resolving family law disputes.
Intake and assessment	Assessing a client in an initial session to determine needs, undertaking screening and risk assessment and discussion around confidentiality.
Property mediation	Property ~~mediation~~ sessions delivered by accredited Family Dispute Resolution practitioners to help families affected by separation to resolve arrangements for the splitting of their property, including finances.

Specific Family Law Services data fields:

Specific family law field name	Description
Parenting agreement reached: full	Any parenting agreement reached, whether oral or written, where the parties have agreed all parenting matters in dispute. This can include a formal parenting plan signed and dated by both parents in compliance with section 63C of the *Family Law Act 1975*. Agreements where the parties are in full agreement but do not sign and date should also be included here.
Parenting agreement reached: partial	A written or oral agreement between the parties of some of the parenting matters in dispute. Can include a parenting plan, where some of the matters in dispute are agreed upon between the parties, but not all issues are resolved.
Parenting agreement: not reached	Where the parenting matter/s in dispute are not resolved.
Date of agreement	The date when the parties reached either the full or partial parenting agreement.
Did a legal practitioner assist in parenting mediation sessions?	Where a legal practitioner is present and participates in parenting mediation sessions (legally assisted family dispute resolution).
Section 60I certificate type	Please use the certificate categories in the Family Law (Family Dispute Resolution Practitioners) Regulations 2025 Regulation Schedule 1 (a) to (e).
Date of certificate issued	This item is related to the Section 60(I) certificate question and records the date the Section 60(I) certificate was issued.
Property agreement reached: full	Any property agreement reached, whether written or oral, where the parties have agreed all property matters in dispute. Written agreements where the parties are in full agreement but do not sign and date should also be included here.
Property agreement reached: partial	A written or oral agreement between the parties of some of the property matters in dispute. Not all property matters in dispute are resolved.
Property agreement reached: not reached	Where the property matters in dispute are not resolved.
Date of agreement	The date when the parties reached either the full or partial property agreement.
Did a legal practitioner assist in property mediation sessions?	Where a legal practitioner is present and participates in property mediation sessions (legally assisted property mediation).

Specific family law field name	Description
Fees charged	Fees charged but not necessarily collected. If no fees were charged, enter a zero (0) amount.

Family Law Counselling

Description

Family Law Counselling services help people with relationship difficulties better manage their personal or interpersonal issues, relating to children and family during marriage, separation and divorce.

Who is the primary client?

This program activity is a universal service for family members with intact relationships, separated families, extended family members, individuals, children and young people, couples and significant others such as grandparents and kinship carers who have caring or other relationship responsibilities.

What are the key client characteristics?

Separating and separated couples, including those with or without children and young people in their care.

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 or nominated representatives (who are present but not directly receiving a service), or a case or support worker.

Should unidentified clients be recorded?

Family Law Counselling provides face-to-face support where clients are known to the service, therefore it is expected that **no more than 5 per cent** of 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?

Organisations can create a separate case for each family group. 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 'FamilyA24' or 'Family Group 26'.

The Partnership Approach

For this program, all organisations are required to participate in the Partnership Approach by submitting additional client data, in return for access to extra reports.

The Partnership Approach also includes the ability to record an extended data set.

Recording outcomes data using SCORE

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE).

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

The SCORE areas listed below have been identified as the most relevant for this program. In addition, organisations can choose to record outcomes against any other domains that are relevant for the client.

Circumstances	Goals	Satisfaction
▪ Family functioning ▪ Mental health, wellbeing and self-care ▪ Personal and family safety	▪ Changed knowledge and access to information ▪ Changed skills ▪ Changed behaviours ▪ Empowerment, choice and control to make own decisions ▪ 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

Completing a Circumstances SCORE assessment

For this program activity, it is recommended organisations use the following SCORE descriptions when assessing clients in the following Circumstances domains.

Circumstances	1	2	3	4	5
Family Functioning	I experience high conflict and have limited communication with members of my family (including separated and separating family members).	I experience some conflict and have some communication with members of my family (including separated and separating family members).	I experience minimal conflict and can communicate with members of my family when necessary (including separated and separating family members).	I can come to agreements by communicating with members of my family (including separated and separating family members).	I can positively interact and communicate with members of my family (including separated and separating family members).
Mental health, wellbeing and self-care	My mental health and well-being are very poor.	My mental health and well-being are somewhat poor.	My mental health and well-being are ok.	My mental health and well-being are quite good.	My mental health and well-being are very good.
Personal and family safety	I do not feel safe at all.	I rarely feel safe.	I sometimes feel safe.	I feel safe most of the time.	I feel safe almost all of the time.

Completing a Goals SCORE assessment

For this program activity, it is recommended organisations use the following SCORE descriptions when assessing clients in the following Goals domains.

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 improving/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.	I 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.
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 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 the 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.

Goals	1	2	3	4	5
Engagement with relevant support services	I have made enquires to support services that I believe will help me improve my situation.	I have started working with a support service.	I am working with a support service, and I am making some progress towards improving my situation.	I am working with a support service, and I am making good progress towards improving my situation.	My situation has improved because I engaged with a support service that helped me. I will access support services in the future because of my experience.
Changed impact of immediate crisis	I am facing an immediate crisis that I am struggling to cope with, and this has a consistent impact on my life.	I am facing an immediate crisis that I sometimes struggle to cope with, and this has an impact on my life at times.	I am facing an immediate crisis that I have taken steps to address and the impact on my life is reducing.	I am facing an immediate crisis that I have begun to resolve and the impact on my life is minimal.	I am no longer facing an immediate crisis.

Completing a Satisfaction SCORE assessment

For this program activity, it is recommended organisations 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	I disagree that the service listened to me and understood my issues	I tend to disagree that the service listened to me and understood my issues	I neither agree nor disagree that the service listened to me and understood my issues	I tend to agree that the service listened to me and understood my issues	I agree that the service listened to me and understood my issues
I am satisfied with the services I have received	I am not satisfied with the services I have received	I tend to disagree that I was satisfied with the services I have received	I neither agree nor disagree that I was satisfied with the services I have received	I tend to agree that I was satisfied with the services I have received	I am satisfied with the services I have received
I am better able to deal with issues that I sought help with	I disagree that I am better able to deal with my issues	I tend to disagree that I am better able to deal with my issues	I neither agree nor disagree that I am better able to deal with my issues	I tend to agree that I am better able to deal with my issues	I agree that I am better able to deal with my issues

Collecting extended data

For this program activity, it is expected that organisations collect the following extended data items for all clients.

Session Level Data	Case level data
▪ Referral to other services: ▪ Referral type ▪ Referral purpose	▪ Referral source ▪ Reason for seeking assistance

You may also record other details or SCORE domains 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
Case support/review	Session where substantial effort is invested and there is direct benefit to the client, including: • Client engagement. For example, to support supervised contact and transition to self-management; risk identification, management and mitigation; and incidental support needs of clients • Monitoring the progress of interventions. For example, consults between other professionals and undertaking unscheduled client-specific supervision to progress a case • Preparing or documenting the case. For example, reading and writing reports and letters, maintaining case notes.
Counselling	Working through a particular issue such as relationship, separation and parenting concerns, as delivered by a person authorised to provide 'family counselling' as defined under the Family Law Act.
Information/advice	Provision of general information about post-separation parenting, children's needs and options for resolving family law disputes.
Intake and assessment	Assessing a client in an initial session to determine needs, undertaking screening and risk assessment and discussion around confidentiality.

Specific Family Law Services data fields:

Specific family law field name	Description
Fees charged	Fees charged but not necessarily collected. If no fees were charged, enter a zero (0) amount.

Family Relationship Advice Line

Description

The Family Relationship Advice Line is a national, telephone-based service which aims to help families at all stages of their lives. It provides a range of information and advice on maintaining healthy relationships, family separation, the impacts of conflict on children and developing workable parenting arrangement after separation. This program also provides family dispute resolution, simple legal advice and referrals to a range of services.

Who is the primary client?

This program is a universal service that supports anyone affected by family relationship or separation issues and difficulties including parents, grandparents, carers, children, young people, step-parents and/or friends.

What are the key client characteristics?

People affected by family relationship or separation issues and difficulties including parents, grandparents, carers, children, young people, stepparents and/or friends.

Who might be considered 'support persons'?

Support persons are unlikely to be relevant for calls to the Family Relationship Advice Line.

Should unidentified clients be recorded?

Unidentified clients should be limited for the Family Relationship Advice Line. However, unidentified clients may be recorded for calls where collecting individual client level data is not possible. 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. The organisation should create cases that reflect their own administrative processes.

The Partnership Approach

For the **telephone and online dispute resolution** component of this activity, participation in the "Partnership Approach" is a requirement of funding. Organisations are required to participate in the Partnership Approach by submitting additional client data, in return for access to extra reports. For other components of this program, participation in the Partnership Approach is voluntary.

The Partnership Approach also includes the ability to record an extended data set.

Recording outcomes data using SCORE

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE).

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

Organisations can choose to record outcomes against any domains that are relevant for the client; however the Family Relationship Advice Line is more likely to influence shorter term outcomes for clients (Goal SCORE) with regards to their knowledge and access to information, rather than longer term changes to their circumstances.

For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction
▪ Family functioning ▪ Mental health, wellbeing and self-care ▪ Personal and family safety	▪ Changed knowledge and access to information ▪ Changed skills ▪ Changed behaviours ▪ Empowerment, choice and control to make own decisions ▪ 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

Completing a Circumstances SCORE assessment

For this program activity, it is recommended organisations use the following SCORE descriptions when assessing clients in the following Circumstances domains.

Circumstances	1	2	3	4	5
Family Functioning	I experience high conflict and have limited communication with members of my family (including separated and separating family members).	I experience some conflict and have some communication with members of my family (including separated and separating family members).	I experience minimal conflict and can communicate with members of my family when necessary (including separated and separating family members).	I can come to agreements by communicating with members of my family (including separated and separating family members).	I can positively interact and communicate with members of my family (including separated and separating family members).
Mental health, wellbeing and self-care	My mental health and well-being are very poor.	My mental health and well-being are somewhat poor.	My mental health and well-being are ok.	My mental health and well-being are quite good.	My mental health and well-being are very good.
Personal and family safety	I do not feel safe at all.	I rarely feel safe.	I sometimes feel safe.	I feel safe most of the time.	I feel safe almost all of the time.

Completing a Goals SCORE assessment

For this program activity, it is recommended organisations use the following SCORE descriptions when assessing clients in the following Goals domains.

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 improving/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.	I 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.
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 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 the 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.

Goals	1	2	3	4	5
Engagement with relevant support services	I have made enquires to support services that I believe will help me improve my situation.	I have started working with a support service.	I am working with a support service, and I am making some progress towards improving my situation.	I am working with a support service, and I am making good progress towards improving my situation.	My situation has improved because I engaged with a support service that helped me. I will access support services in the future because of my experience
Changed impact of immediate crisis	I am facing an immediate crisis that I am struggling to cope with, and this has a consistent impact on my life.	I am facing an immediate crisis that I sometimes struggle to cope with, and this has an impact on my life at times.	I am facing an immediate crisis that I have taken steps to address and the impact on my life is reducing.	I am facing an immediate crisis that I have begun to resolve and the impact on my life is minimal.	I am no longer facing an immediate crisis.

Completing a Satisfaction SCORE assessment

For this program activity, it is recommended organisations 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	I disagree that the service listened to me and understood my issues	I tend to disagree that the service listened to me and understood my issues	I neither agree nor disagree that the service listened to me and understood my issues	I tend to agree that the service listened to me and understood my issues	I agree that the service listened to me and understood my issues
I am satisfied with the services I have received	I am not satisfied with the services I have received	I tend to disagree that I was satisfied with the services I have received	I neither agree nor disagree that I was satisfied with the services I have received	I tend to agree that I was satisfied with the services I have received	I am satisfied with the services I have received
I am better able to deal with issues that I sought help with	I disagree that I am better able to deal with my issues	I tend to disagree that I am better able to deal with my issues	I neither agree nor disagree that I am better able to deal with my issues	I tend to agree that I am better able to deal with my issues	I agree that I am better able to deal with my issues

Collecting extended data

For this program activity, it is expected that organisations collect the following extended data items for all clients.

Session Level Data	Case level data
▪ Referral to other services: ▪ Referral type ▪ Referral purpose	▪ Referral source ▪ Reason for seeking assistance

You may also record other details or SCORE domains 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
Case support/review	Session where substantial effort is invested and there is direct benefit to the client, including: • Client engagement. For example, to support supervised contact and transition to self-management; risk identification, management and mitigation; and incidental support needs of clients • Monitoring the progress of interventions. For example, consults between other professionals and undertaking unscheduled client-specific supervision to progress a case • Preparing or documenting the case. For example, reading and writing reports and letters, maintaining case notes.
Dispute resolution	Family dispute resolution mediation sessions delivered by accredited practitioners to resolve parenting disputes about post separation arrangements for children. This may include a child inclusive practice session.
Education and skills training	Workshops and training to educate separating families about post-separation parenting, conflict, dispute resolution and communication skills, and improving post-separation relationships.
Information/advice	Provision of general information about post-separation parenting, children's needs and options for resolving family law disputes.
Intake and assessment	Assessing a client in an initial session to determine needs, undertaking screening and risk assessment and discussion around confidentiality.
Legal advice	Provision of legal advice on family law issues (parenting and/or property issues), including advice to family law services practitioners.
Property mediation	Property mediation sessions delivered by accredited Family Dispute Resolution practitioners to help families affected by separation to

Service Type	Example
	resolve arrangements for the splitting of their property, including finances.

Specific Family Law Services data fields:

Specific family law field name	Description
Parenting agreement reached: full	Any parenting agreement reached, whether oral or written, where the parties have agreed all parenting matters in dispute. This can include a formal parenting plan signed and dated by both parents in compliance with section 63C of the *Family Law Act 1975*. Agreements where the parties are in full agreement but do not sign and date should also be included here.
Parenting agreement reached: partial	A written or oral agreement between the parties of some of the parenting matters in dispute. Can include a parenting plan, where some of the matters in dispute are agreed upon between the parties, but not all issues are resolved.
Parenting agreement: not reached	Where the parenting matter/s in dispute are not resolved.
Date of agreement	The date when the parties reached either the full or partial parenting agreement.
Did a legal practitioner assist in parenting mediation sessions?	Where a legal practitioner is present and participates in parenting mediation sessions (legally assisted family dispute resolution).
Section 60I certificate type	Please use the certificate categories in the Family Law (Family Dispute Resolution Practitioners) Regulations 2025 Regulation Schedule 1 (a) to (e).
Date of certificate issued	This item is related to the Section 60(I) certificate question and records the date the Section 60(I) certificate was issued.
Property agreement reached: full	Any property agreement reached, whether written or oral, where the parties have agreed all property matters in dispute. Written agreements where the parties are in full agreement but do not sign and date should also be included here.
Property agreement reached: partial	A written or oral agreement between the parties of some of the property matters in dispute. Not all property matters in dispute are resolved.
Property agreement reached: not reached	Where the property matters in dispute are not resolved.
Date of agreement	The date when the parties reached either the full or partial property agreement.

Specific family law field name	Description
Did a legal practitioner assist in property mediation sessions?	Where a legal practitioner is present and participates in property mediation sessions (legally assisted property mediation).
Fees charged	Fees charged but not necessarily collected. If no fees were charged, enter a zero (0) amount.

Family Relationship Centres

Description

Family Relationship Centres enable families to access information about family relationships at all stages – forming new relationships, overcoming relationship difficulties or dealing with separation. Family Relationship Centres also refer families to other services that help people deal with a wide range of family issues.

Family Relationship Centres provide intact families with assistance with relationship and parenting skills through appropriate information and referral and assist separating families to achieve workable parenting arrangements (outside the court system) by providing information, support, referral and dispute resolution services, delivering high-quality, timely, safe and ethical services.

Who is the primary client?

This program is a universal service that supports anyone affected by family relationship or separation issues and difficulties including parents, grandparents, carers, children, young people, stepparents and/or friends.

What are the key client characteristics?

Separating and separated couples, including those with or without children and young people in their care.

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 or nominated representatives (who are present but not directly receiving a service), or a case or support worker.

Should unidentified clients be recorded?

Family Relationship Centres provide support to clients who are known to the service; therefore it is expected that **no more than 5 per cent** of clients should be recorded as unidentified clients in each reporting period.

This program may include group education, skills or information sessions as part of meeting the needs of separated parents in their community, however, organisations should collect registration details for each individual participant and record them as individual clients where possible.

Please refer to the Data Exchange Protocols for further guidance on appropriate use of unidentified clients.

How should cases be set up?

Organisations can create a separate case for each family group. 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 'FamilyA24' or 'Family Group 26'.

The Partnership Approach

For this program, all organisations are required to participate in the Partnership Approach by submitting additional client data, in return for access to extra reports.

The Partnership Approach also includes the ability to record an extended data set.

Recording outcomes data using SCORE

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE).

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

For this program activity, it is expected organisations collect and record SCORE assessments in the following domains:

Circumstances	Goals	Satisfaction
▪ Family functioning ▪ Mental health, wellbeing and self-care ▪ Personal and family safety	▪ Changed knowledge and access to information ▪ Changed skills ▪ Changed behaviours ▪ Empowerment, choice and control to make own decisions ▪ 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

Completing a Circumstances SCORE assessment

For this program activity, it is recommended organisations use the following SCORE descriptions when assessing clients in the following Circumstances domains.

Circumstances	1	2	3	4	5
Family Functioning	I experience high conflict and have limited communication with members of my family (including separated and separating family members).	I experience some conflict and have some communication with members of my family (including separated and separating family members).	I experience minimal conflict and can communicate with members of my family when necessary (including separated and separating family members).	I can come to agreements by communicating with members of my family (including separated and separating family members).	I can positively interact and communicate with members of my family (including separated and separating family members).
Mental health, wellbeing and self-care	My mental health and well-being are very poor.	My mental health and well-being are somewhat poor.	My mental health and well-being are ok.	My mental health and well-being are quite good.	My mental health and well-being are very good.

Personal and family safety	I do not feel safe at all.	I rarely feel safe.	I sometimes feel safe.	I feel safe most of the time.	I feel safe almost all of the time.

Completing a Goals SCORE assessment

For this program activity, it is recommended organisations use the following SCORE descriptions when assessing clients in the following Goals domains.

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 improving/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.	I 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.
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 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 the most of my own choices and have control over most of the decisions that affect my life. I am making good progress towards	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.

Goals	1	2	3	4	5
				achieving my goals.	
Engagement with relevant support services	I have made enquires to support services that I believe will help me improve my situation.	I have started working with a support service.	I am working with a support service, and I am making some progress towards improving my situation.	I am working with a support service, and I am making good progress towards improving my situation.	My situation has improved because I engaged with a support service that helped me. I will access support services in the future because of my experience.
Changed impact of immediate crisis	I am facing an immediate crisis that I am struggling to cope with, and this has a consistent impact on my life.	I am facing an immediate crisis that I sometimes struggle to cope with, and this has an impact on my life at times.	I am facing an immediate crisis that I have taken steps to address and the impact on my life is reducing.	I am facing an immediate crisis that I have begun to resolve and the impact on my life is minimal.	I am no longer facing an immediate crisis.

Completing a Satisfaction SCORE assessment

For this program activity, it is recommended organisations 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	I disagree that the service listened to me and understood my issues	I tend to disagree that the service listened to me and understood my issues	I neither agree nor disagree that the service listened to me and understood my issues	I tend to agree that the service listened to me and understood my issues	I agree that the service listened to me and understood my issues
I am satisfied with the services I have received	I am not satisfied with the services I have received	I tend to disagree that I was satisfied with the services I have received	I neither agree nor disagree that I was satisfied with the services I have received	I tend to agree that I was satisfied with the services I have received	I am satisfied with the services I have received
I am better able to deal with issues that I sought help with	I disagree that I am better able to deal with my issues	I tend to disagree that I am better able to deal with my issues	I neither agree nor disagree that I am better able to deal with my issues	I tend to agree that I am better able to deal with my issues	I agree that I am better able to deal with my issues

Collecting extended data

For this program activity, it is expected that organisations collect the following extended data items for all clients.

Session Level Data	Case level data
▪ Referral to other services: ▪ Referral type ▪ Referral purpose	▪ Referral source ▪ Reason for seeking assistance

You may also record other details or SCORE domains 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
Case support/review	Session where substantial effort is invested and there is direct benefit to the client, including: • Client engagement. For example, to support supervised contact and transition to self-management; risk identification, management and mitigation; and incidental support needs of clients • Monitoring the progress of interventions. For example, consults between other professionals and undertaking unscheduled client-specific supervision to progress a case • Preparing or documenting the case. For example, reading and writing reports and letters, maintaining case notes.
Dispute resolution	Family dispute resolution mediation sessions delivered by accredited practitioners to resolve parenting disputes about post separation arrangements for children. This may include a child inclusive practice session.
Education and skills training	Workshops and training to educate separating families about post-separation parenting, conflict, dispute resolution and communication skills, and improving post-separation relationships.
Information/advice	Provision of general information about post-separation parenting, children's needs and options for resolving family law disputes.
Intake and assessment	Assessing a client in an initial session to determine needs, undertaking screening and risk assessment and discussion around confidentiality.
Property mediation	Property mediation sessions delivered by accredited Family Dispute Resolution practitioners to help families affected by separation to resolve arrangements for the splitting of their property, including finances.

Specific Family Law Services data fields:

Specific family law field name	Description
Parenting agreement reached: full	Any agreement reached, whether oral or written, where the parties have agreed all the parenting matters in dispute. This can include a formal parenting plan, signed and dated by both parents in compliance with section 63C of the *Family Law Act 1975*. Agreements where the parties are in full agreement but do not sign and date it should also be included here.
Parenting agreement reached: partial	A written or oral agreement between the parties of some of the parenting matters in dispute. Can include a parenting plan, where some of the matters in dispute are agreed upon between the parties, but not all issues are resolved.
Parenting agreement: not reached	Where the parenting matter/s in dispute are not resolved.
Date of agreement	The date when the parties reached either the full or partial parenting agreement.
Did a legal practitioner assist in parenting mediation sessions?	Where a legal practitioner is present and participates in the parenting mediation sessions (legally assisted family dispute resolution).
Section 60I certificate type	Please use the certificate categories in the Family Law (Family Dispute Resolution Practitioners) Regulations 2025 Regulation Schedule 1 (a) to (e).
Date of certificate issued	This item is related to the Section 60(I) certificate question and records the date the Section 60(I) certificate was issued.
Property agreement reached: full	Any property agreement reached, whether written or oral, where the parties have agreed all property matters in dispute. Written agreements where the parties are in full agreement but do not sign and date should also be included here.
Property agreement reached: partial	A written or oral agreement between the parties of some of the property matters in dispute. Not all property matters in dispute are resolved.
Property agreement reached: not reached	Where the property matters in dispute are not resolved.
Date of agreement	The date when the parties reached either the full or partial property agreement.
Did a legal practitioner assist in property mediation sessions?	Where a legal practitioner is present and participates in property mediation sessions (legally assisted dispute resolution).
Fees charged	Fees charged but not necessarily collected. If no fees were charged, enter a zero (0) amount.

Parenting Orders Program/Post Separation Cooperative Parenting Program

Description

The Parenting Orders Program/Post Separation Cooperative Parenting Program assists separated families in high conflict to work out parenting arrangements in a manner which encourages consideration of what is in a child's best interests. The program allows the establishment or maintenance of relationships while also ensuring the safety of all parties. It helps parents understand the effect their conflict is having on their children, and how to develop strategies to constructively develop and manage parenting arrangements.

Who is the primary client?

Primary clients for this program activity are children and families. The Parenting Orders Program/Post Separation Cooperative Parenting Program uses a variety of child-focused and child inclusive interventions and works where possible with all members of the family.

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 who are present but not directly receiving a service.

Should unidentified clients be recorded?

The Parenting Orders Program/Post Separation Cooperative Parenting Program provides face-to-face support where clients are known to the service, therefore it is expected that **no more than 5 per cent** of 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?

Organisations can create a separate case for each family group. 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 'FamilyA24' or 'Family Group 26'.

The Partnership Approach

For this program, all organisations are required to participate in the Partnership Approach by submitting additional client data, in return for access to extra reports.

The Partnership Approach also includes the ability to record an extended data set.

Recording outcomes data using SCORE

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE).

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

Organisations can choose to record outcomes against any domains that are relevant for the client; however the Family Relationship Advice Line is more likely to influence shorter term outcomes for clients (Goal SCORE) with regards to their knowledge and access to information, rather than longer term changes to their circumstances.

For this program activity, it is expected organisations collect and record SCORE assessments in the following domains:

Circumstances	Goals	Satisfaction
▪ Family functioning ▪ Mental health, wellbeing and self-care ▪ Personal and family safety	▪ Changed knowledge and access to information ▪ Changed skills ▪ Changed behaviours ▪ Empowerment, choice and control to make own decisions ▪ 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

Completing a Circumstances SCORE assessment

For this program activity, it is recommended organisations use the following SCORE descriptions when assessing clients in the following Circumstances domains.

Circumstances	1	2	3	4	5
Family Functioning	I experience high conflict and have limited communication with members of my family (including separated and separating family members).	I experience some conflict and have some communication with members of my family (including separated and separating family members).	I experience minimal conflict and can communicate with members of my family when necessary (including separated and separating family members).	I can come to agreements by communicating with members of my family (including separated and separating family members).	I can positively interact and communicate with members of my family (including separated and separating family members).
Mental health, wellbeing and self-care	My mental health and well-being are very poor.	My mental health and well-being are somewhat poor.	My mental health and well-being are ok.	My mental health and well-being are quite good.	My mental health and well-being are very good.
Personal and family safety	I do not feel safe at all.	I rarely feel safe.	I sometimes feel safe.	I feel safe most of the time.	I feel safe almost all of the time.

Completing a Goals SCORE assessment

For this program activity, it is recommended organisations use the following SCORE descriptions when assessing clients in the following Goals domains.

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 improving/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.	I 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.
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 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 the 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.

Goals	1	2	3	4	5
Engagement with relevant support services	I have made enquires to support services that I believe will help me improve my situation.	I have started working with a support service.	I am working with a support service, and I am making some progress towards improving my situation.	I am working with a support service, and I am making good progress towards improving my situation.	My situation has improved because I engaged with a support service that helped me. I will access support services in the future because of my experience.
Changed impact of immediate crisis	I am facing an immediate crisis that I am struggling to cope with, and this has a consistent impact on my life.	I am facing an immediate crisis that I sometimes struggle to cope with, and this has an impact on my life at times.	I am facing an immediate crisis that I have taken steps to address and the impact on my life is reducing.	I am facing an immediate crisis that I have begun to resolve and the impact on my life is minimal.	I am no longer facing an immediate crisis.

Completing a Satisfaction SCORE assessment

For this program activity, it is recommended organisations 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	I disagree that the service listened to me and understood my issues	I tend to disagree that the service listened to me and understood my issues	I neither agree nor disagree that the service listened to me and understood my issues	I tend to agree that the service listened to me and understood my issues	I agree that the service listened to me and understood my issues
I am satisfied with the services I have received	I am not satisfied with the services I have received	I tend to disagree that I was satisfied with the services I have received	I neither agree nor disagree that the services listened to me and understood my issues	I tend to agree that I was satisfied with the services I have received	I am satisfied with the services I have received
I am better able to deal with issues that I sought help with	I disagree that I am better able to deal with my issues	I tend to disagree that I am better able to deal with my issues	I neither agree nor disagree that I am better able to deal with my issues	I tend to agree that I am better able to deal with my issues	I agree that I am better able to deal with my issues

Collecting extended data

For this program activity, it is expected that organisations collect the following extended data items for all clients.

Session Level Data	Case level data
▪ Referral to other services: ▪ Referral type ▪ Referral purpose	▪ Referral source ▪ Reason for seeking assistance

You may also record other details or SCORE domains 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
Case support/review	Session where substantial effort is invested and there is direct benefit to the client, including: • Client engagement. For example, to support supervised contact and transition to self-management; risk identification, management and mitigation; and incidental support needs of clients • Monitoring the progress of interventions. For example, consults between other professionals and undertaking unscheduled client-specific supervision to progress a case • Preparing or documenting the case. For example, reading and writing reports and letters, maintaining case notes.
Counselling	Working through a particular issue such as relationship, separation and parenting concerns, as delivered by a person authorised to provide 'family counselling' as defined under the Family Law Act.
Dispute resolution	Family dispute resolution mediation sessions delivered by accredited practitioners to resolve parenting disputes about post separation arrangements for children. This may include a child inclusive practice session.
Education and skills training	Workshops and training to educate separating families about post-separation parenting, conflict, dispute resolution and communication skills, and improving post-separation relationships.
Information/advice	Provision of general information about post-separation parenting, children's needs and options for resolving family law disputes.
Intake and assessment	Assessing a client in an initial session to determine needs, undertaking screening and risk assessment and discussion around confidentiality.

Specific Family Law Services data fields:

Specific family law field name	Description
Parenting agreement reached: full	Any parenting agreement reached, whether oral or written, where the parties have agreed all the parenting matters in dispute. This can include a formal parenting plan, signed and dated by both parents in compliance with section 63C of the *Family Law Act 1975*. Agreements where the parties are in full agreement but do not sign and date it should also be included here.
Parenting agreement reached: partial	A written or oral agreement between the parties of some of the parenting matters in dispute. Can include a parenting plan, where some of the matters in dispute are agreed upon between the parties, but not all issues are resolved.
Parenting agreement: not reached	Where the parenting matter/s in dispute are not resolved.
Date of agreement	The date when the parties reached either the full or partial parenting agreement.
Did a legal practitioner assist in parenting mediation sessions?	Where a legal practitioner is present and participates in the parenting mediation sessions (legally assisted family dispute resolution).
Section 60I certificate type	Please use the certificate categories in the Family Law (Family Dispute Resolution Practitioners) Regulations 2025 Regulation Schedule 1 (a) to (e).
Date of certificate issued	This item is related to the Section 60(I) certificate question and records the date the Section 60(I) certificate was issued.
Fees charged	Fees charged but not necessarily collected. If no fees were charged, enter a zero (0) amount.

Supporting Children after Separation

Description

The Supporting Children after Separation Program aims to support the wellbeing of children under the age of 18 years experiencing separated or separating families, and difficult family relationships. The program helps children to address relationship issues arising from these circumstances and provides opportunities for them to participate in decisions that impact upon them.

The Supporting Children after Separation Program provides a range of age-appropriate interventions including individual counselling and group work for children. Services can also facilitate access for families to child inclusive practice as a component of family dispute resolution where assessed as appropriate.

Who is the primary client?

Primary clients for this program activity are children of separated parents and their families.

What are the key client characteristics?

Children of separating and separated couples.

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 (who are present but not directly receiving a service), or a case or support worker.

Should unidentified clients be recorded?

The Supporting Children after Separation Program provides face-to-face support where clients are known to the service, therefore it is expected that **no more than 5 per cent** of clients should be recorded as unidentified clients in each reporting period.

This program may include the provision of group work for children; however organisations should collect individual client details where possible.

Please refer to the Data Exchange Protocols for further guidance on appropriate use of unidentified clients.

How should cases be set up?

Organisations can create a separate case for each family group. 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 'FamilyA24' or 'Family Group 26'.

The Partnership Approach

For this program, all organisations are required to participate in the Partnership Approach by submitting additional client data, in return for access to extra reports.

The Partnership Approach also includes the ability to record an extended data set.

Recording outcomes data using SCORE

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE).

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

Organisations can choose to record outcomes against any domains that are relevant for the client; however the Family Relationship Advice Line is more likely to influence shorter term outcomes for clients (Goal SCORE) with regards to their knowledge and access to information, rather than longer term changes to their circumstances.

For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction
▪ Family functioning ▪ Mental health, wellbeing and self-care ▪ Personal and family safety	▪ Changed knowledge and access to information ▪ Changed skills ▪ Changed behaviours ▪ Empowerment, choice and control to make own decisions ▪ 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

Completing a Circumstances SCORE assessment

For this program activity, it is recommended organisations use the following SCORE descriptions when assessing clients in the following Circumstances domains.

Circumstances	1	2	3	4	5
Family Functioning	I experience high conflict and have limited communication with members of my family (including separated and separating family members).	I experience some conflict and have some communication with members of my family (including separated and separating family members).	I experience minimal conflict and can communicate with members of my family when necessary (including separated and separating family members).	I can come to agreements by communicating with members of my family (including separated and separating family members).	I can positively interact and communicate with members of my family (including separated and separating family members).
Mental health, wellbeing and self-care	My mental health and well-being are very poor.	My mental health and well-being are somewhat poor.	My mental health and well-being are ok.	My mental health and well-being are quite good.	My mental health and well-being are very good.
Personal and family safety	I do not feel safe at all.	I rarely feel safe.	I sometimes feel safe.	I feel safe most of the time.	I feel safe almost all of the time.

Completing a Goals SCORE assessment

For this program activity, it is recommended organisations use the following SCORE descriptions when assessing clients in the following Goals domains.

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 improving/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.

Goals	1	2	3	4	5
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.	I 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.
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 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 the 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.
Engagement with relevant support services	I have made enquires to support services that I believe will help me improve my situation.	I have started working with a support service.	I am working with a support service, and I am making some progress towards improving my situation.	I am working with a support service, and I am making good progress towards improving my situation.	My situation has improved because I engaged with a support service that helped me. I will access support services in the future because of my experience.

Goals	1	2	3	4	5
Changed impact of immediate crisis	I am facing an immediate crisis that I am struggling to cope with, and this has a consistent impact on my life.	I am facing an immediate crisis that I sometimes struggle to cope with, and this has an impact on my life at times.	I am facing an immediate crisis that I have taken steps to address and the impact on my life is reducing.	I am facing an immediate crisis that I have begun to resolve and the impact on my life is minimal.	I am no longer facing an immediate crisis.

Completing a Satisfaction SCORE assessment

For this program activity, it is recommended organisations 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	I disagree that the service listened to me and understood my issues	I tend to disagree that the service listened to me and understood my issues	I neither agree nor disagree that the service listened to me and understood my issues	I tend to agree that the service listened to me and understood my issues	I agree that the service listened to me and understood my issues
I am satisfied with the services I have received	I am not satisfied with the services I have received	I tend to disagree that I was satisfied with the services I have received	I neither agree nor disagree that I was satisfied with the services I have received	I tend to agree that I was satisfied with the services I have received	I am satisfied with the services I have received
I am better able to deal with issues that I sought help with	I disagree that I am better able to deal with my issues	I tend to disagree that I am better able to deal with my issues	I neither agree nor disagree that I am better able to deal with my issues	I tend to agree that I am better able to deal with my issues	I agree that I am better able to deal with my issues

Collecting extended data

For this program activity, it is expected that organisations collect the following extended data items for all clients.

Session Level Data	Case level data

▪ Referral to other services:
  ▪ Referral type
  ▪ Referral purpose
	▪ Referral source
	▪ Reason for seeking assistance

You may also record other details or SCORE domains 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
Case support/review	Session where substantial effort is invested and there is direct benefit to the client, including: • Client engagement. For example, to support supervised contact and transition to self-management; risk identification, management and mitigation; and incidental support needs of clients • Monitoring the progress of interventions. For example, consults between other professionals and undertaking unscheduled client-specific supervision to progress a case • Preparing or documenting the case. For example, reading and writing reports and letters, maintaining case notes.
Counselling	Working through a particular issue such as relationship, separation and parenting concerns, as delivered by a person authorised to provide 'family counselling' as defined under the Family Law Act.
Education and skills training	Workshops and training to educate separating families about post separation parenting, conflict, dispute resolution and communication skills, and improving post separation relationships.
Information/advice	Provision of general information about post-separation parenting, children's needs and options for resolving family law disputes.
Intake and assessment	Assessing a client in an initial session to determine needs, undertaking screening and risk assessment and discussion around confidentiality.

Specific Family Law Services data fields:

Specific family law field name	Description
Fees charged	Fees charged but not necessarily collected. If no fees were charged, enter a zero (0) amount.

Version History

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.

Version 2, August 2024

Program activities added:

- First Nations Family Dispute Resolution

Programs activities modified:

- Family Law Services -
  - updated program description
  - for each activity, modified SCORE and service types
- Specialist Elder Abuse Services
  - added clarification that SCORE is not applied to support people
  - updated 'awareness session' service type description

Version 3, April 2025

Program activities modified:

- Family Dispute Resolution
  - Changed description for Fees charged
- Regional Family Dispute Resolution
  - Changed description for Fees charged
- Family Law Counselling
  - Changed description for Fees charged
- Family Relationship Advice Line
  - Removal of Service Type – Counselling
  - Changed description for Fees charged
- Family Relationship Centres
  - Changed description for Fees charged
- Parenting Orders Program
  - Specific family law field names removed:
    - Property agreement reached: full
    - Property agreement reached: partial
    - Property agreement reached: not reached
    - Date of agreement
    - Did a legal practitioner assist in property mediation sessions?
    - Changed description for Fees charged
- Supporting Children after Separation
  - Removal of Service Type – Child/Youth Focused groups
  - Changed description for Fees charged

- First Nations Family Dispute Resolution
    - Changed description for Fees charged

Version 4, January 2026

Program activities modified:

- Family Relationship Advice Line
    - Added Service Type – Education and skills training

Version 5, August 2026

Program activities removed:

- First Nations Family Dispute Resolution
    - Program ceased

Programs activities modified:

- Family Law Services -
    - For each activity addition of Completing a Satisfaction SCORE assessment
    - Minor updates for clarity.
- Family Dispute Resolution
    - Updated Specific Family Law Services data field – Section 60I certificate type
- Regional Family Dispute Resolution
    - Updated Specific Family Law Services data field – Section 60I certificate type
- Family Relationship Advice Line
    - Updated Specific Family Law Services data field – Section 60I certificate type
- Family Relationship Centres
    - Updated Specific Family Law Services data field – Section 60I certificate type
- Parenting Orders Program
    - Updated Specific Family Law Services data field – Section 60I certificate type
    - Updated name to include Post Separation Cooperative Parenting Program