LEARNER GUIDE

Unit 19 – Writing Effective Reports in RSAS

REMOTE SCHOOL ATTENDANCE STRATEGY

nesa
national employment services association

RSAS Training Strategy Project 2018

Remote School Attendance Strategy (RSAS)

Dear colleague

A message from our CEO, Sally Sinclair.

Welcome to the NESA Remote School Attendance Strategy Training Project. We recognise the importance of the role that you are doing and we are committed to supporting you throughout this role with a range of training offerings.

We appreciate the positive impact of your role within your local community and the opportunities you create every day by supporting Aboriginal and Torres Strait Islander students to engage in school. We also understand that your role will be both rewarding and challenging, and we are confident that the training we are offering will assist you further in your role.

NESA's RSAS Training Strategy Project will involve a blended training approach that includes the following:

- Face-to-face forums with each forum running for three days in your local community

- Online training that will offer short courses that you are able to select

- Individual coaching and mentoring throughout your training

- The option to complete accredited units that will count towards a formal qualification

Our team are here to support you and we are available if you have any questions about this programme or the training you are completing. Our office number is (02) 9119 3090 and our email address is rsas@nesa.com.au. We are available Monday – Friday between 9.00-5.00pm (Sydney time) - please feel free to give us a call or pop us a line; we are more than happy to discuss any questions you may have.

We wish you all the best in this important role and we look forward to working with you throughout this project.

Yours sincerely

Sally Sinclair
CEO

Learning Guide: WRITING EFFECTIVE REPORTS IN RSAS

Writing RSAS Reports

Objectives

This unit takes RSAS workers through the process of developing their RSAS fortnightly report. The unit will assist by helping teams understand what is required in RSAS reporting, and what makes a strong report. It will also allow teams to review their internal processes for developing reports.

Learning Outcomes

By the end of the unit, participants will be able to:

- Demonstrate their understanding of why the Department ask for reports;

- Demonstrate their understanding of the RSAS reporting requirements;

- Demonstrate what makes a strong report;

- Identify how to gather information for completing RSAS reporting within their own team.

Resources

The resources provided are a Learner Guide and Workbook.

This Learner Guide provides a resource to support the activities in the Workbook. It is designed to help trainers, RSAS officers and members of the community better understand how to work effectively with others.

This icon represents action when an individual task needs to be completed. You will find instructions on how to complete these tasks in the Workbook.

This icon represents action when a task is to be completed as a group. You will find instructions on how to complete these tasks in the Workbook.

Part 1: Why do we do reports as part of the Remote School Attendance Strategy (RSAS)

The Department of Prime Minister and Cabinet (PMC) is interested in understanding how RSAS is being rolled out on the ground. They can get this information in many ways:

- Through regular conversations with RSAS teams;
- Through observing service delivery on the ground; and
- Through feedback from the community.

The Department can also obtain this information through regular written reports submitted by RSAS Providers.

As part of the contract to deliver RSAS, Providers are required to provide PMC with written reports each fortnight. These reports contain information across a range of areas. When completed, this information gives PMC a good picture of how the programme is operating.

Information provided in reports is not only used to look at the impact in your local community, but is also used to look at how the programme is operating across regions, states and the country. Feedback provided in your reports is used to inform policy and programme design nationally as well as identify demand for services or gaps in servicing, so it's important that reports provide quality information to the Department.

Part 2: What goes into a RSAS Report?

RSAS reports capture a range of information about the delivery of the programme in your area. There are five sections across the report. It is important that teams are familiar with these sections. Understanding what goes into a report will assist in writing the report, as well as inform how you gather information across the fortnight to contribute to its development.

The RSAS Reporting Template

The following table outlines the sections that RSAS Providers are required to complete in developing their fortnightly report. A copy of the template is included in your workbook.

Section 1: Agreement Details	- This section captures information about the RSAS organisation submitting the report. - This information will be the same each month.
Section 2: Staffing	- This section captures information about the RSAS team and staffing levels. - The number of staff is important as the ability of your organisation to deliver RSAS is impacted by the number of people in your team. PMC is interested in monitoring this to ensure that the

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	programme is well resourced.
Section 3: Attendance Activity • Did the Governance Committee or related Committee meet during the previous fortnight? • Was RSAS delivered as per the Attendance Activity Plan section "Daily Activities"? • If no, outline how the daily activities have changed • Top 5 current long term strategies	• This section captures information on activities happening on the ground to support RSAS. • It captures information from local Governance Committee meetings. • It also provides PMC with information details on how activities identified by the RSAS team are being implemented. • Teams can reflect on long term strategies for improving school attendance, any action taken and comments relevant to service delivery.
Section 4: Qualitative Information • Top good news • Challenges for the fortnight and what is being done to overcome them • Are there any upcoming challenges and what is being done to prepare for them	• This section provides details on the good news that is happening in your community. It's a chance to celebrate and showcase the work that is happening in your community. • It also allows you to provide details on the challenges in the programme, and importantly, what action/s you are taking to overcome them. This might include lack of available services, lack of information on referral services/visit dates etc
Section 5: School Holiday Report	• This section of the report captures activities during holiday periods.

Activity 1: Discussion

- Review the RSAS Reporting template in your workbook.

- Discuss the types of things that might go into each section of the report.

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Part 3: What makes a strong report

What goes into a strong RSAS report?

A strong report in RSAS will provide information on what is happening in your community delivering RSAS. It will give an outline of what is happening, the issues and opportunities you see and what action you're taking as an RSAS team to respond.

A strong report in RSAS does not necessarily need to be a long report. In fact, a good report is one that can communicate information in a short, concise manner.

In writing a RSAS report, you should stay focused on:

- **WHAT** has been happening in our community and in our service delivery that is related to RSAS
- What has been the **IMPACT** on RSAS delivery
- What **ACTION** has been taken as a result

We know that there are lots of things that can happen in the community. While these are important you should consider the impact on RSAS and improving school attendance if you are going to include it in a report.

You can improve the team's reports each fortnight by taking the time to respond to PMC feedback. If you're unsure of where reports can improve – then ask! Your PMC contacts will be happy to share feedback and advice.

The following provides you with some questions and guidance you can consider in writing your RSAS reports.

What	- What has your team been doing to deliver RSAS - What has been happening in the community that is relevant to RSAS - What activities you have been delivering in RSAS to encourage and support School attendance? - What are the issues that you're seeing that are impacting on school attendance? - What are the opportunities you see to improve school attendance?
Impact	- Describe the impact of those activities or events in your community - How are they impacting on RSAS and getting children to school?
Action	What action are you taking as an RSAS team to address the issues

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	or act on the opportunities you are seeing?
	• Who will act on the issues?
	• What timeframes are in place?
	• What follow up will occur?
	• What is the outcome you are seeking?

The following gives two short examples on information that might be put into a report.

Example One – Challenges	*Example Two – Challenges*
• The RSAS team has noticed that kids are hanging around the shop during school hours. • The shop is not turning kids away during school hours. • This is creating challenges in getting kids to school.	• The RSAS team has noticed that kids are hanging around the shop during school hours. • The shop is not turning kids away during school hours. • This is creating challenges in getting kids to school and isn't in line with the agreed 'No School/No Shop' policy we have in place in community. • The RSAS Supervisor has arranged to meet with the Store to discuss the no-school no shop policy on Monday 19 June. We will also raise it again at our upcoming Council meeting and with the School.

In example one, the RSAS team has identified **what** is happening. The RSAS team has outlined the issue that is impacting on getting children to school. They've also identified what **impact** it is having.

In example two, the RSAS team has identified **what** is happening. The RSAS team has outlined the issue that is impacting on getting children to school. They've also identified the **impact** it is having. Where the report is stronger though is that the team has also identified the **action** they are taking to resolve this issue.

Activity 2: Discussion

- Review the scenarios in your work book.

- Work as a team to write a section for a report

Part 4: Completing your RSAS Report

RSAS Teams can simplify the process for completing reports each fortnight by ensuring that everyone in the team has a good understanding of what is required, how people can contribute and when it's required by.

There may be different ways to develop and contribute to your report. As a team, you will need to consider:

- Who: Who is responsible for the report overall. Who is responsible for contributing to it?

- How: How are reports updated? How do they get the information? How will we improve reporting? How can we streamline processes?

- What: What will each team member contribute?

- Where: Where do we save the reports? Can we access them?

- When: What are the internal timelines for pulling information together?

- How can we improve reporting?

Discussion 3: Completing your RSAS report

- Discuss how you will all contribute to RSAS reports each fortnight.

- What process will you put in place as a team to complete the report?

- How will you share information in the report with each other?

- How will you get and share feedback from PMC?

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