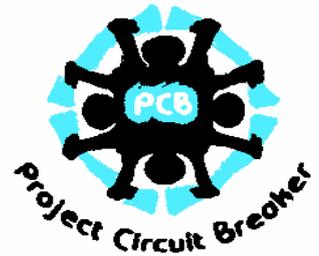# SOCIAL AUDIT

**Mission Australia
Project Circuit Breaker
Social Accounts**

Commenced 1 October 2004: Audit 10 August 2005

16 November 2005

**Mission Australia
Project Circuit Breaker
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SOCIAL AUDIT STATEMENT

The Social Audit Panel has examined the draft Social Accounts submitted to us and discussed them in detail with Lynette Dean, Glenda Jones-Terare and Ray O'Donnell of *Project Circuit Breaker*, at the Social Audit Panel meeting held on Wednesday 10 August 2005. I have examined the revised Social Accounts which were prepared following the Social Audit Panel meeting and which have taken into account various points identified in the notes of the Social Audit Panel Meeting. The Panel also examined a sample of the data and the sources of information on which the Social Accounts have been based.

We believe that the process outlined above has given us sufficient information on which to base our opinion.

We are satisfied that, given the scope of the social accounting explained in the revised draft and given the limitations of time available to us, the Social Accounts are free from material mis-statement and present a fair and balanced view of the performance of *Project Circuit Breaker* as measured against its stated values, social, environmental and economic objectives and the views of the stakeholders who were consulted.

In the notes[1] of the Social Audit Panel meeting we identified a number of important issues to be taken into consideration during the next social audit cycle. In particular we would refer to the following:

   i) *Stakeholders are directly consulted on* Project Circuit Breaker *values;*
   ii) *Plans are put in place to ensure all key stakeholders groups are consulted over time;*
   iii) Consideration could be given to also reporting on economic impact.

The members of the Social Audit Panel were:

a)   Robert Law, Brisbane City Council
b)   Garth Nowland-Foreman, Community Consultant and Social Auditor (chair)
c)   Ian Nussey, Psychologist[2].
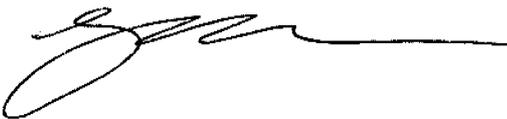
Signed: Dated: DATE
Chair of the Social Audit Panel

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[1] The notes of the social audit panel meeting form part of the social accounting and auditing process and may, by arrangement, be inspected at the offices of *Project Circuit Breaker* Office, 28 Boothby Street, Kedron, Brisbane, Queensland.
[2] Members of the social audit panel acted in an individual capacity, and affiliation is provided for identification purposes only.

Acknowledgements

Contents

Appendices:

1. Introduction

'For every company that has publicly committed to this path (sustainable development[3]), a dozen more are watching and studying. Their success, and every move they make toward sustainability, will greatly influence and determine the future of this planet. These lofty words are contrasted by the yeoman-like quality of the work that needs to be done…Work (that) consists of thousands of distinct tasks, daily changes in requisitions, constant alterations of specifications, the complete redesigning of products, and tens of thousands of hours learning, questioning and collaborating'.

Paul Hawken, environmentalist and author. From The Cooperative Bank's 'Partnership Report…'

Mission Australia (MA) is committed to meaningfully accounting for its social and environmental performance and to improving that performance. This commitment has led to participation in a pilot program involving four of Mission Australia's sites[4]. Those participating in the pilot program are: Café One on Wickham, Fortitude Valley; Project Circuit Breaker, Kedron; Mission Australia Employment Program, Gympie and the Basic IT Enabling Skills program (BITES). A variety of services are therefore represented, all of which are very busy with day-to-day operations and which vary in the resources available to them.

Employees at these sites would heartily agree with Paul Hawken's reference to the quantity of work that is required. However sites now have a clear picture of their performance and the views of their stakeholders in relation to that performance. They also have a framework within which to account for that performance in the future. Examining a set of social accounts is very much like reading a personal biography; we invite you to explore the many facets of these services for yourselves.

1.1 The Social Audit

Social, environmental and economic accounting is the framework that allows an organisation to build on existing documentation and reporting and develop a process whereby it can account for its social, environmental and economic performance, report on that performance, and draw up an action plan to improve on that performance.

In Pearce, J., & Kay, A., *Social Accounting and Audit - the Manual* @ page 11 [2005] see:

- Social accounting: 'explores the impact social economy organisations have on people and on society'
- Environmental accounting: explores the impact of organisation on the environment
- Economic accounting: 'explores the impact of organisation in money terms. Accounting for economic impact is not the same as ensuring *financial sustainability* without which no organisation can survive to achieve its social, environmental and economic objectives'

It is also a process through which an organisation can understand its impact on the community and be accountable to its key stakeholders. Organisations produce a set of social accounts that are audited by an independent Social Audit Panel led by a qualified Social Auditor. Successful audits

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[3]

 Sustainable development – Article 9 of the UN Declaration of Human Rights states that all people 'should promote sustainable development all over the world to assure dignity, freedom, security and justice for all people'. 'Sustainable development entails the integration of economic, social and environmental objectives…'.from Oxford Reference Online – A Dictionary of Geography
[4] A site refers to a service offered by Mission Australia

Result in the issuing of a Social Audit Statement.   This gives the accounts and the organisation's claims credibility.

A number of different social and environmental accounting models are available. The model chosen for this pilot program is known as The Scottish Model. This model is particularly suited to use in the community sector and is used extensively in the United Kingdom, as well as in New Zealand. More recently a number of other Australian community organisations have chosen to adopt this model – these include Streetwise Communications, Maleny Credit Union and Bundaberg Skills Centre. In Australia accounting for an organisation's social performance can be aptly described as a newly emerging phenomenon. Community organisations in India, the Philippines, South Africa, Canada and the US are amongst many others now experimenting with similar forms of social and environmental accounting.

The Scottish Model was tested in the early 1990's by John Pearce of Community Enterprise Consultancy and Research. This model evolved from an earlier model developed by the London based New Economics Foundation[5]. It is compatible with Accountability's AA1000 standard[6] for social accounting and reporting. The model consists of 5 stages; Introducing Social Accounts, The Foundations, The nuts and bolts – Social Book-Keeping, Preparing and Using the Social Accounts and the Social Audit. This can be broken down into 3 steps; Social and Environmental Planning, Social and Environmental Accounting and Social and Environmental Reporting and Audit.

Terminology

'Social Audit' is commonly used as a generic term for the *whole* social and environmental accounting process. Social auditing can therefore represent two integral dimensions required for the triple bottom line approach to accounting auditing and reporting. The third dimension is the economic bottom line. This means the impact on the local economy in terms of the budget.

1.2 The Pilot Program

The approach was to undertake an initial, three-day training occurred in October 2004, followed by three one-day mentoring sessions spread over the next nine months. A team of two from each of the four sites, a manager and administrator, attended these sessions and they were provided with a manual to guide them through the process. In addition, on-going mentoring was available as required. The Consultant Social Accountant and Auditor, Marcelle Holdaway, worked closely with Brian Coffey, Mission Australia's State Administration Manager, Queensland and Northern Territory.

Of the four sites preparing social, environmental and economic accounts three completed all steps required in the accounting process while one completed the first step of planning.

Project Circuit Breaker's Process

The social audit year commenced from 1 January 2005 and was finalised in line with the end of the financial year on 30 June 2005. The implementation of accounting processes and data collection began when Project Circuit Breaker's Team Leader, Glenda Jones-Terare, replaced the Administration Officer, Lynette Dean, as part of the pilot program team under the guidance of Project Circuit Breaker's Services Manager Ray O'Donnell.

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[5] www.neweconomics.org
[6] www.accountability.org.uk

Data collection was carried out by the Administration Officer, Team Leader and the team of Youth and Family Development Workers over the period of the social audit, and collated by the Team Leader in conjunction with an external Research Analyst. The Social Audit process was supported by Mission Australia's senior management in Queensland, particularly Lincoln Hopper, State Manager QLD & NT and was in line with national directions in Triple Bottom Line strategies.

Triple Bottom Line covers social, environmental and economic performance and impact, giving equal weight and importance to each aspect. Accounting for economic impact should not be viewed as the same as having financial sustainability. While economic impact has not been included in the current social accounts, consideration will be given to include it in future social accounts.

2. History and Background

2.1 The Organisation

For more than 140 years, Mission Australia's vision has been helping the nation's most disadvantaged individuals and communities out of crisis and into security. Sydney City Mission was established in 1862 as a response to the poverty that existed in Sydney at that time. In 1859 Brisbane City Mission had been independently established and Adelaide City Mission followed in 1867.

In 1989 the 'missions' decided to work out ways in which they could work together and a separate organisation, called Mission Australia was created. In 2000 the 'mission family' officially came together as a single, unified organisation to provide an integrated approach to meet Australia's changing social needs. Mission Australia is a Christian community organisation dedicated to helping people to help themselves through the provision of a variety of services. It is independent of any church structure and of Christian heritage.

Mission Australia is one of the nation's leading not-for-profit community service organisations. In the year ending June 2004 we helped over 220,000 Australians from a network of 280 community locations. Our programs inspire self-confidence and hope by helping people to tap their own resources, overcome disadvantage and pursue more positive, independent lives. Now, at a time when many Australians and their communities are facing a new set of social problems, Mission Australia is continually developing contemporary services to help people address these emerging issues.

As a non-denominational Christian organisation we work throughout metropolitan, rural and regional Australia. Our individual, family and community services include:

- personal and social skills development

- alternative education and training

- emergency refuge and supported accommodation

- job readiness, search and transition assistance, and

- community networking and capacity building

Our services are centred on;

- Family support initiatives for families and children in need

- Youth initiatives for disadvantaged young people

- Housing support initiates for the long-term unemployed, and

- Community building initiatives that help strengthen and empower entire communities.

- Employment initiatives for the long term unemployed and disadvantaged.

2.2 Project Circuit Breaker

Mission Australia's Project Circuit Breaker (MA PCB) is an early intervention and prevention mobile crisis response, family support service that works with families and children, aged 10-16 years old that reside on Brisbane's north side. Mission Australia's Project Circuit Breaker aims to assist young people and their families cope with crisis and develop resilience and skills to prevent recurrences.

Staff use a responsive, child centered, strength-based approach, which includes a broad range of techniques, strategies and integrated services. Families and young people accessing the service may be experiencing issues related to domestic violence, drug and alcohol misuse, mental health, physical and intellectual disabilities, family re-integration, homelessness, parent -adolescent conflict, and legal processes.

Through the assistance of the therapeutic process provided by staff, families and young people are able to identify what works well and build on these successes to enable them to achieve what they want to be doing differently.

Hours of Operation

The service is available to families 7 days a week from 9am - 10pm, Monday to Thursday, Friday 9am – 5pm and Saturday Noon – 8pm. There is an on-call service available after these hours. Variation to these may occur depending on operational demand.

Key Components

Staff at MA PCB has a broad range of professional backgrounds, knowledge and experiences in the human service area which includes psychologists, social workers, youth workers, professional counsellors, education, sociology and from government and community sectors. The services' innovative model and multi-disciplinary team of Serves Manager, Team Leader, Youth and Family Development Workers, and administrative support and operates from a central location to coordinate and directly provide support services at times and locations comfortable and accessible to families. Locations include families' homes or work, schools, community service venues, departmental offices and public spaces.

Funding

In the year 2000, The Queensland Government undertook an extensive survey of Queensland families. As a result, the government developed the *Putting Families First Policy.* This outlined the government's responses to the views expressed by Queensland families in this survey. In addition to this, the Queensland Government produced the *Queensland Families: Future Directions Paper* to provide further information of the tangible initiative for families. As part of the initiatives outlined of Future Directions the Department of Families allocated 6.7 million dollars to establish a program of early intervention and prevention service trials. Their aim was to change the way the government and non-government sectors achieve results in the area of child protection. (The State of Queensland Department of the Premier and Cabinet, June 2002).

Mission Australia's PCB accepts an annual grant to deliver its services to families. The social, environmental and economic impacts are reported on through social accounting practices, including a social audit and social accounts.

Mission Australia's PCB is one of those services that has successfully passed through the trial stage onto the second phase known as 'pilot' which spans three years due to finish in December 2006. Mission Australia's Project Circuit Breaker is currently in the second year of this phase. As a requirement of the Future Direction Initiatives Pilot programs, each service must continue to collect and provide data to the Department of Families (now known as the Department of Communities) for the purposes of evaluating the effectiveness and quality of the service to families within the community. The ongoing collection and provision of data is in addition to the implementation of other operational processes and procedures required by the Department.

Action Learning

As part of the conditions of funding, Project Circuit Breaker's operating principles have been developed with the inclusion of an Action Learning framework. Action Learning encourages critical reflection of actions undertaken to generate understanding and knowledge that then informs the development of plans for future action. It is practical in that it facilitates inquiry into the 'real work in real time'.

This framework includes the formulation of an Action Learning Team (ALT) which consists of stakeholders from the funding body and other relevant government and non-government agencies. This team is responsible for defining, progressing, monitoring and reporting on action learning processes within the service. Action learning processes implemented operationally enables staff to plan, act and reflect on all aspects of service delivery and report to the ALT, funding and auspice body, as well as other relevant stakeholders. The actions and responsibilities that the ALT and staff grapple with enables learning opportunities to be generated to improve the work in progress as well as having the potential to be generalised to other implications.

The outcomes expected from the use of an Action Learning framework include;
- People are engaged in continuous learning
- People are empowered to engage in reflection and action to improve project outcomes
- Building of synergies and collaboration between policy, management and delivery will occur between all arms of the service
- Insight and learning about service delivery systems, models and how improvements can be implemented will be generated.

Business Relationships

- Project Circuit Breaker is integrated within the existing local Mission Australia Community Services Operational Management structure.
- The Service Manager of Project Circuit Breaker reports to the Mission Australia Operations Manager Community Initiatives, who is responsible to the Queensland Northern Territory Regional Manager.
- Project Circuit Breaker has successfully negotiated working protocols with the Department of Child Safety, the Department of Community Services as well as with the Queensland Police Service's pilot referral program, Coordinated Response to Young People at Risk (CRYPAR)
- Project Circuit Breaker has achieved the requirements for Quality Assurance to the International Standard ISO 9001:2000.

3. Vision, mission, values and objectives

Vision:

The following Vision, Mission and Values are those of Mission Australia, which Project Circuit Breaker works within and is committed to contribute towards. The specific objectives of Project Circuit Breaker from page 8 are derived from there operation wide Vision, Mission and Values.

Mission Australia's vision to spread the love of God and meet human need. In meeting human need, we not only provide short-term relief to people in crisis situations, but strive to empower people through counselling, training and rehabilitation to become self – sufficient and economically independent. We want to help Australians achieve real, lasting change. Strong people contribute to a solid community to create a strong society.

Mission:

As a non denominational Christian community service organisation motivated the teachings of Jesus Christ, we are committed to identifying and responding to the spiritual physical and emotional needs of the people.
We provide an environment which encourages individuals to maximise their potential through the development and delivery of a range of services relevant to a changing society.
Our services are accessible to all and are delivered by a team of caring staff and volunteers in an innovative and professional manner.
Our relationships with the wider community are cooperative, accountable and demonstrate our desire to work in partnership towards a fair and just society.

Values:

- *Leadership* – We acknowledge the example of Jesus Christ, and find in him the inspiration for our work. His compassion, commitment to justice, his strength, humility, courage and integrity, and his gospel of forgiveness and reconciliation inspire and lead us in the transforming power of god's love.
- *Relationships* - Mission Australia challenges the barriers to just, caring and compassionate relationships and seeks to foster a spirit of community and participation.
- *Advocacy* – In a society where division and injustice exists, Mission Australia will be a strong advocate for the disadvantaged people and communities with whom we work, and will strive for a just and fair society
- *Service* – In the teaching and work of Jesus, especially in his compassion for the poor and outcast, we recognise the example of service, which we seek to follow. Through our work we seek to demonstrate the love of God in a practical way and assist people transform their lives.
- *Dignity* - Mission Australia respects the dignity of each individual regardless of personal circumstances. As we plan and deliver the services of Mission Australia, we will always seek to respect the dignity of the individual with whom we work and serve.
- *Empowerment* - Mission Australia believes that in order to provide optimum service to those we serve we need at all times to seek ways of encouraging self – determination and independence.
- *Accountability* – In the various works we undertake we recognise a strong sense of responsibility and accountability to the people and communities we serve. Our donors, our supporters, government, each other and ultimately to God for what we do, how we do it and the results we achieve.

- *Quality* – As we seek to fulfil our mission, we are committed to providing high quality services that are based on a philosophy of continuous improvement.

Objective 1 - To support families with young people [10-16 years old] who want to make changes to their lives by…

Reflects the values of: DIGNITY, EMPOWERMENT, RELATIONSHIPS & ADVOCACY

Activity	Information required (indicators)	Method of gathering	
		Quantitative	**Qualitative**
Effective individual and family counselling	• Number of families not re-entering into the service	• PCB Excel spreadsheet information • Monthly reports to the Department of Communities and MA's National Office	• Case Reviews • Surveys
Effective advocacy for families	• Total number of families represented at other agencies • Number of positive outcomes	• Case Files • Monthly reports to the Department of Communities and MA's National Office	• Case Reviews • Surveys
Practical skills development with families	• Total number of families in conflict resolution skills sessions and negotiation skills sessions • Number of families that successfully developed these skills	• Case files • Workers requests for client expenses • Team meeting minutes	• Case reviews • Worker requests • Team meeting minutes
Link families with other services	• Total number of families linked with other services	• Case Files • Monthly reports to the Department of Communities and MA's National Office • Number of families attending services • Number of services families were linked to	• Anecdotal evidence of linking in with other services • Case reviews • Case notes and management plans

Objective 2 - Within economic accounting processes that ensure financial sustainability, provide excellence in service delivery to key stakeholders by …

Reflects the values of: QUALITY, DIGNITY, SERVICE, RELATIONSHIPS &, EMPOWERMENT

Activity	Information required (indicators)	Method of gathering	
		Quantitative	**Qualitative**
Consultation with client groups on quality of service	• Level of satisfaction • Level of participant response	• client feed back by phone -anecdotal • % of surveys returned	• Surveys • Questionnaires
Ensuring staff are up to date with all new policies and procedures of MA PCB	• Number of Case files monitored • Number of staff attending industry and community meetings • Level of staff compliance with latest policies and procedures	• Monthly meeting between Services Manager and Team Leader • Weekly Team meetings/Minutes • Minutes from community meetings	• Case files • Action items from Weekly Team Meeting Minutes • Dialogue
Consultation with agencies on quality of service interaction	• Level of satisfaction • Level of participant response	• Client feed back by phone • % of surveys returned •	• Surveys
Improving communications with the Department of Communities and the Department of Child Safety	• Reduction in the number of unnecessary contacts • Level of improvement	• % of surveys returned • Feedback - anecdotal	• Surveys • Service Agreement • Protocols • Service Evaluation
Collaboration with the Action Learning Team	• Active process • Selection of appropriate members	• Regular participation at meetings	• Input to decision making for the service and continuous improvement and best practice

Objective 3 - To use environmentally sustainable practices by…

Reflects the values of :" QUALITY & ACCOUNTABILITY"

Activity	Information required (indicators)	Method of gathering	
		Quantitative	**Qualitative**
Reducing consumption of stationery, electricity and fuel	• Level of paper usage • Level of stationary usage • % recycled paper used • Level of copier, prints and fax usage • Level of fuel usage • Level of electricity usage	• Monitoring report • Xerox/ Kyocera reading cards • Supplier invoices	
Recycling commodities	• %of toners/cartridges recycled • No. of paper recycling bins used	• Monitoring Report	

Objective 4 - To be a good employer and to provide a family friendly environment

Reflects the values of: LEADERSHIP, DIGNITY, RELATIONSHIPS, QUALITY, ADVOCACY, EMPOWERMENT & ACCOUNTABILITY

Activity	Information required (indicators)	Method of gathering	
		Quantitative	**Qualitative**
Providing opportunities for relevant learning and professional development.	• Number of successfully completed performance reviews • No. of staff completing training and university studies • Average hours of training and professional development per year per employee • Staff satisfaction	• Staff records • Staff surveys • Staff interviews	• Staff feedback via surveys and questionnaires • Team meeting minutes • Performance review and appraisals
Empowering staff to develop relevant new ideas	• Number of new ideas submitted • Number of ideas implemented • Staff satisfaction	• Services Managers file • MA Intranet - ideas	• Staff surveys and questionnaires • Range and number of ideas implemented • Team Meeting minutes

Maintaining a healthy and safe work environment	• Number of incidents • Number of successful compensation claims • Number of lost days due to injury	• Incident reports • Quarterly OH&S Audit • Team Meetings/Minutes • Number of OH&S reports completed	• Level of staff awareness of OH&S surveys • Staff records and Work Cover reports
Encouraging workplace diversity	• Number of profiles matched • Stakeholder satisfaction	• Staff Records	• Client questionnaire or focus group
Operate an effective review and appraisal system	• Number of appraisals completed • Level of staff satisfaction	• Staff records • Performance review and appraisals • Staff surveys	• Staff records • Staff questionnaire • Appraisals completed
Provide flexible working roster to staff	• Number of • hours/days leave taken • % of staff adhering to the roster	• Application for leave forms • Roster	• Balance score card • Performance appraisals • Staff surveys and questionnaires • Application for leave forms
Provide a variety of work tasks to each worker; encourage innovation	• Number and type of activities conducted • Type of assistance provided to complete work tasks	• Number of activities • Monthly SM report • Monthly report to the Department of Communities	• Team Meeting minutes • Emails • Monthly reports to the Department of communities • Weekly snapshots
Tailor tasks to individual work and family needs	• Number and type of activities conducted • Staff retention rates	• Staff records	• Monthly report to state office • Exit interview feedback
Provide social activities for staff and families	• Number of social activities	• Team meeting minutes • Service's Manager staff records	• Staff Surveys
Promote awareness of employee and family assistance	• Level of awareness expressed • Number of referrals to EPA	• Staff records • Team meeting minutes	• Staff surveys

Definition of Workplace Diversity: Diversity includes, but is not limited to, gender, language, cultural background, different tertiary educational qualifications of the service team, their socio-economic background, personality and personal profiles

4. Stakeholders

Key stakeholders have been identified by the influence they have on the service i.e. funding, auspice body, and level of referrals, collaborative partnerships, clients and interested parties. The stakeholders surveyed were split into 4 groups those being, Action Learning Team (focus group), Government and Non government Services, Clients, and Staff.

Stakeholder Map

The stakeholder map was developed by Glenda Jones-Terare (Team Leader) and Lynette Dean (Administration Officer) then remodelled by Ray O'Donnell [Services Manager] as a requirement of the Social Audit project. The map illustrates the range of partners, their relative roles and relevant influence on the service as of July 2005. The roles of the referral stakeholders are identified in each box. Other stakeholders are identified. It is important to note that all stakeholders influence the operation of the service in some way. It can be seen that some of the stakeholders are included more than once as they have many or dual roles and influences on MA PCB.

In addition, it is a condition of funding that 80% of referrals must come from government agencies/services and 20% from community services and members. This therefore, dictates which government and non government services are relevant stakeholders to MA PCB. This condition of funding is included to reinforce the overall purpose of the creation of early intervention and prevention services which aims to reduce the number of young people and families entering or re-entering into statutory systems.

Stakeholder Map

Mission Australia Qld State Office	Mission Australia National Office	Mission Australia Qld Community Initiatives
Referral Service Department of Communities	Mission Australia's Project Circuit Breaker, incl. Action Learning Team, families &staff	Referral Service Education Qld Non Government School Sector
Referral Service Community Members		Referral Service Dept. of Child Safety . Fortitude Valley . Chermside . Pine Rivers
	Referral Service CRYPAR Queensland Police Service	
Statutory Bodies Qld Police Service Dept. of Child Safety Dept. of Communities		Department of Communities * Strategic Review & Evaluation Branch Brisbane

In consultation with the Services' Manager and Team Leader and the Social Accounting Consultant during the planning process, MA PCB identified an exhaustive list of stakeholders directly and indirectly associated with the service. For the purposes of the pilot project it was decided to focus on key stakeholders from the Community Service area that are involved with the MA PCB in relation to providing referrals or working collaboratively on case management. Ideally surveying all Community Service stakeholders for responses was preferable, however, the allocation of limited resources including time did not allow for this to be achieved.

Stakeholders that participated in the social audit surveys consisted of:

Action Learning Team Members (ALT)	Government	Non-Government	Families	Staff
1 Department of Child Safety 1 Area Office Manager-Chermside	1 Department of Child 1Safety(DoCS) -Child Safety Officers	1 Contact House	45 Families	9 Youth and Family Development Workers
1 Team Leader-Behavioural Unit Ed Qld	1 Department of Communities (DoCS) 1Community Services Officer	1Ti-Tree Housing		
1 Senior Guidance Officer –Ed Qld	1 Education Guidance Officer	1 Picabeen Community Centre 1 Zillmere PCYC		
1 Strategic Review and Evaluation Branch members	2 Child and Youth Mental Health Service (CYMHS) – Enogerra Nundah	1 Independent Secondary Schools		
1 Guidance Officer Guidance Officer – State High School	2 Queensland Police Service - QPS	1 Mercy Family Services		
1 Police Liaison Officers - QPS	2 Coordinated Response to Young People at Risk-QPS	1 Jabiru		

- Total numbers: ALT(14), Government and non government (18), Client families (50) and staff (14)
- Informal feedback from Government and Non Government Stakeholders indicated that more time to spend on responses would be valuable for the members and MA PCB in future.
- The Action Learning Team Stakeholders requested a separate survey with questions directed at the roles they undertake and not directed at a practitioner level.
- When attempting to answer questions on the survey administered to them, members identified a need to learn more about the service provision.
- Staff Stakeholders expressed the desire to become more involved in the social audit processes. For example, members would like involvement in the design of surveys to all stakeholder groups.
- Informal feedback from members of the Client Stakeholder group was that more time should have been allocated so that young people could have had the opportunity to respond to surveys as well as the parents.

5. Scope of the Social Audit

5.1 Social book-keeping

Information for the social audit was collected from October 2004 until August 2005. The client data was collected and reported on for the period January to June 2005.

Methodology

The methodology for this Social Audit was conducted in line with the social book-keeping system framework as outlined in the Social Accounting and Audit Manual and was heavily influenced by the fact that this was a pilot project with limited resources. While careful consideration was given to the advantages of adopting a range of consultation methods, and a focus group was undertaken, project team members preferred to primarily employ a 'questionnaire' strategy as the method of obtaining feedback on this occasion. This Triple Bottom Line project began in October 2004 and had its external audit undertaken on the 10 August 2005.

Following the social accounting training workshops that staff participated in from all pilot sites, the objectives, activities, indicators, and methods of data collection were finalised to make up the Social Accounting Plans.

Objectives were created to reflect all of the eight Mission Australia values, and then relevant, measurable, realistically achievable activities were linked to them. A spread of qualitative and quantitative methods of data collection was identified and systems were developed by MA PCB staff to capture this information. Due to the depth of the Social Accounting Plan these systems were introduced incrementally.

Questionnaire Design

A template for the surveys was provided by external consultant, Trevor Harrison. Using the template each pilot service further developed the surveys by directly linking questions with objectives and activities within the Social Accounting Plan [page 37]. These objectives and activities were in turn linked to the MA values. This assisted in ensuring that the process of survey development was values driven. Development of the surveys was carried out during the mentoring sessions with Marcelle Holdaway and other pilot project services.

Stakeholder groups were identified and divided into 4 groups. The respondents being 7 Action Learning Team members (focus group), 18 Government & Non-Government agencies, 45 families, 9 Staff and the Strategic Review & Evaluation Unit, Department of Communities. All stakeholder surveys were analysed externally by Mr Harrison.

7/12 (58%), 18/18 (100%), 45/50 (90%), 9/14 (64%) were selected as the numbers for consultation. For reasons of availability and/or non response these were the numbers.

<u>Groups</u>

1. Action Learning Team (ALT)
2. Government & Non-Government agencies
3. Client Families
4. Staff

The total population for each group was not surveyed groups but rather a sample [see the numbers as per the Stakeholder Map [page 11] that had been/were working with MA PCB and had engaged with MA PCB over the preceding 12 months. The respondents were deemed to have been typical of the total population of the stakeholder group.

Prior to finalising the content and distribution of the stakeholder surveys a focus group was held with the members of the Action Learning Team in May 2005. The group was facilitated by the Team Leader with the assistance of the Services Manager. The structure of the focus group was guided by a handout received during Social Audit training (see Appendix 1). The focus group reviewed and completed the surveys and provided feedback in relation to the questions and choice of recipients to be included within the various stakeholder groups. Seven surveys were filled out by the group. Notes were taken and used to guide the survey process (see appendix 2 and 3).

Fifty-one surveys (see Appendix 4) were randomly distributed to the Government and Non-Government stakeholders (group 2) which included staff members of Department of Communities, Department of Child Safety, Queensland Police Service, and various primary and secondary schools, and community services. Respondents within group 2 consisted of Child Protection Workers, Guidance Officers, Teachers, Police Officers and Community Service workers. From one of the recommendations of the focus group, service practitioners were included within this group. The surveys were distributed and collected by MA PCB's Administrative Assistant, Margaret Donnelly. This occurred over two weeks in May 2005. No discussion was entered into between Margaret Donnelly and the respondents in relation to the survey content.

Client stakeholder surveys [group 3] were administered to forty-five past and present families of MA PCB by way of telephone interviews in May 2005 (see Appendix 5, 6 and 7). Mission Australia's Project Circuit Breaker has previously undertaken client surveys (2003, 2004, and 2005) by way of phone interviews as part of an ongoing review and evaluation of the service provision for the funding body. It was decided for this group of stakeholders that the survey process would be undertaken in the same manner. A new staff member used the same script for each client phone interview (see appendix 8). After asking each question the staff member asked if they wished to add any further comments. No discussion was entered into by the staff member in relation to the content of the survey. The client stakeholder surveys were undertaken over a 2 week duration in May 2005.

The staff stakeholder survey (group 4) was distributed at the end of a team meeting at MA PCB by the Team Leader in May 2005 (see Appendix 6). Nine surveys were completed. The staff stakeholder group was fully informed about the Social Audit processes and have participated in the implementation of the book keeping systems and other processes. No discussion about the content of the surveys was discussed. Staff completed the surveys immediately after receiving them.

New and Modified Record Keeping

A number of documents have been either modified or developed as a result of undertaking the Social Audit. Key areas of development include new tracking spreadsheets and modified corporate reporting documents. These include but not limited to the following:

New tracking documents
- Paper consumption
- Printer usage
- Cartridge usage
- Paper recycling bin usage

Modified documents
- Staff training register

It should be noted that while it is desirable to modify a selection of corporate documents to assist in collecting social accounting evidence, all such documents are write protected and require corporate approval.

5.2 Omissions

- A number of stakeholders were identified during the planning period as important to our service and would ideally be surveyed for input into our service in future social accounting cycles. These stakeholders have been identified and are illustrated in the Stakeholder Map, except that staff was consulted on performance regarding 4 of the Values. In future it might be useful to directly seek feedback against Values from stakeholders in future social accounts
- During the social audit process the catchment area of MA PCB changed. New stakeholders of the service were not included in the surveys as they had not yet worked with the service
- New staff at the Department of Child Safety Area Offices, Chermside and Fortitude Valley did not complete a stakeholder survey as they were not aware of MA PCB and the services provided
- Upon receipt of the completed surveys it was identified that Client, Government and Non-Government stakeholders were not questioned about Mission Australia's values

6. Analysis

6.1 Values

The significance and importance of living up to the espoused corporate values became increasingly clear as the project progressed as did the need for feedback from all stakeholders. This was reinforced throughout the development of the Social Accounting Report. Mission Australia's Project Circuit Breaker did consult staff directly about how the service was performing in relation to a number of Mission Australia's values. The results appear in the tables below.

It is important to note that MA PCB linked all of the organisational values to the objectives as part of the day-to-day service operations. This also served to highlight the commitment by the organisation and its staff to Mission Australia's values in the Social Accounting process. While stakeholders were not consulted directly on the services' performance in relation to the values, they were consulted indirectly through the linkage of values with objectives.

Mission Australia work values

The 9 staff stakeholders were asked to rate 4 MA values reflected in their work on a **5-point** scale.

Dignity

Satisfied (5)	(4)	(3)	(2)	Dissatisfied (1)	TOTAL SATISFIED	TOTAL DISSATIS- FIED	MEAN SCORE
2	5	2	-	-	7	-	4.00

Accountability

Satisfied (5)	(4)	(3)	(2)	Dissatisfied (1)	TOTAL SATISFIED	TOTAL DISSATIS- FIED	MEAN SCORE
2	5	2	-	-	7	-	4.00

Empowerment

Satisfied (5)	(4)	(3)	(2)	Dissatisfied (1)	TOTAL SATISFIED	TOTAL DISSATIS- FIED	MEAN SCORE
2	6	1	-	-	8	-	4.11

Leadership

Satisfied (5)	(4)	(3)	(2)	Dissatisfied (1)	TOTAL SATISFIED	TOTAL DISSATIS- FIED	MEAN SCORE
2	4	2	1	1	6	2	3.78

The individual and mean scores indicate that staff stakeholders agree that they reflect these 4 values espoused.

Commentary and Action Issues

- Overall scores indicate that staff stakeholders are satisfied that MA PCB reflects the values of MA at large. However, a significant minority were undecided or dissatisfied with how well Project Circuit Breaker was doing with the value of leadership
- Based on the continual improvement policies within MA and MA PCB, an ongoing focus on the values throughout service provision and collegial working relationships will be maintained
- A continuation of the social audit process for MA PCB and other MA services will ensure employees remain focussed on working in line with these values
- The 4 Values formed the basis of the original Objective concerned with being a good employer

6.2 Objectives

Objective 1: To support families with young people (10 to 16 years old) who want to make changes to their lives

Reflects the values of: DIGNITY, EMPOWERMENT, RELATIONSHIPS & ADVOCACY

1.1 Effective individual and family counselling

Mission Australia's Project Circuit Breaker (MA PCB) provides effective individual and family Strength Based counselling. Strength Based counselling is an umbrella term for integrating ideas and methods from contemporary models including Solution Oriented Therapy, Possibility Therapy and Constructionist ideals. The appeal of this type of counselling for families lies partly in its simplicity and pragmatism, but also in the increasing interest in developing a 'positive' psychology for all family members as distinct from the traditional problem focussed therapeutic processes.

It is possible to identify three major principles that underline and inform Strength Based counselling practices. The first principle is to identify and build on competencies, resources and capacities of people rather than focusing on perceived deficits. Second, this is a change-oriented approach; therefore counsellors focus on identifying and building on change that is naturally occurring and within the client's control. The third principle is based on the notion that we derive meaning from language. Meaning is derived from how we talk. When intervening we need to be aware of language, adopting an attitude of curiosity and respectfulness whilst viewing the client, rather than the counsellor, as the expert. This involves a concept such as externalising that is, seeing the problem as the problem rather than the individual or group as the problem.

The Strength-Based counselling model works on goals rather than history. An individual or family's history can be used to identify resourcefulness and strengths but 'goaling' works toward what the individual or family wants in the future. It is important for the counsellor to form an alliance with the individual or family members and support them to achieve what they want for themselves

The Strength-Based counselling model creates an environment that provides an opportunity for a positive frame for the worker and individual or family. It invites the individual or family to take responsibility for their lives and the process of change. It identifies what they want rather than sitting in judgement of them, their lives, choices and, capacities. It is time limited and brief because it is based on the premise that change is possible simply by giving people the experience of a different conversation about themselves.

This counselling model does not predicate long-term intervention as necessary in order for change to occur. It holds that other people can be used to support the individual or family in achieving their desired outcomes. It is an open, transparent approach that supports individuals and families to have a sense of control over their process. Because of the effectiveness and brevity of the model it fits well with this service as staff work with families on issues in the area of early intervention and prevention for 3 months. This counselling model is also transportable for an outreach service such as Mission Australia Project Circuit Breaker because no other resources are needed to carry out the therapeutic process in homes or a suitable location.
Mission Australia's Project Circuit Breaker allows is flexible in the timeframe offered to work with young people and their families. For example, school holidays, ill health and other life situations may mean that the timeframe of three months allocated for case management needs to be extended.

These issues have been taken into consideration within the Service Agreement between the funding body and Mission Australia Project Circuit Breaker as part of case management practices.

Transparency of worker practices throughout the counselling process is essential to reinforce the principles identified in the Strength Based Framework. Clear communication and accessibility prevent confusion and mistrust during the case management process. Further transparent work practices allows for the workers own reflections of interventions with the family to be easily identifiable.

Between January and June 2005, 115 families began working with the service where 31 families achieved their goals and ceased working with MA PCB during this time - and have not re-entered into the service. There is always an open and active caseload at Project Circuit Breaker. These figures indicate that the counselling framework is effective with families.

The 45 respondents [who were taken from mixture of past and current families] were asked to rate Mission Australia Project Circuit Breaker on a number of attitudinal statements, using a 4-point scale (It is suggested for the next survey that a 5-point scale be used). Mean scores below are based on those who gave a rating. Those who recorded a 'don't know' were excluded from calculations. Results are shown as actual numbers rather than percentages owing to the small survey base.

Feedback from Client Stakeholder Survey

Staff provide effective individual and family counselling

Agree strongly (4)	Agree (3)	Disagree (2)	Disagree strongly (1)	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
24	13	5	-	3	37	5	3.45

While the individual and mean score are high, it is important to acknowledge the individual scores. These responses indicate a need that ongoing staff professional development & training be accessed by team members to ensure that a quality service continues to be provided.

Staff communicates in a clear and open manner

Agree strongly (4)	Agree (3)	Disagree (2)	Disagree strongly (1)	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
30	11	3	-	1	41	3	3.61

The individual and mean score indicates that a majority of families agree that staff communicate in a clear and open manner.

Staff is easily contactable by family members when needed

Agree strongly (4)	Agree (3)	Disagree (2)	Disagree strongly (1)	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
24	18	2	-	1	42	2	3.50

The individual and mean score indicated that client stakeholders agree that staff is easily contactable by family members when needed.

MA PCB Staff intervention with clients/families is effective

Feedback from Government and Non-Government Stakeholders

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
15	22	1	-	13	37	1	3.37

The individual and mean scores indicate that 37 Government and Non Government Stakeholders agree that staff intervention with clients/families is effective.

Feedback from the Action Learning Team Stakeholders Focus Group

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
2	3	-	-	2	5	-	3.40

Five Action Learning Team Stakeholders Focus Group members agreed that MA PCB staff intervention with clients/families was effective. Two respondents indicated 'don't know'.

The length of time that MA PCB Staff work with families is sufficient

Feedback from Government and Non-Government Stakeholders

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
6	16	8	2	19	22	10	2.81

Twenty-two Government and Non-Government Stakeholders agree that the length of time MA PCB staff work with families is sufficient. Ten respondents disagree and nineteen indicated 'don't know'.

Feedback from Action Learning Team Focus Group Stakeholders

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
1	1	-	-	5	2	-	3.50

Two Service Advisory Group Stakeholders indicated that the length of time that MA PCB staff work with families was sufficient. Five indicated 'don't know'.

It is worth noting that while both stakeholder groups were more ambivalent about whether the length of time was adequate; this did not stop them both from generally strongly rating the interventions as effective.

1.2 Effective Advocacy for Families

Another aspect pf providing family support is advocacy. Mission Australia's Project Circuit Breaker (MA PCB) staff advocate for families with government and non-government agencies when required. This may take the form of attending meetings with or without family members and advocating for a service to be provided to them. In many instances staff members advocate for practical services to be provided to families that will assist them in coping with presenting issues stemming from physical or mental illness, disability, and or educational needs.

Mission Australia's Project Circuit Breaker may work in a collaborative capacity with these services throughout the case management process. When working with families already involved with the Department of Child Safety and or the Department of Communities MA PCB staff provide other perspectives to advocate for specific client outcomes. During the social audit period staff worked collaboratively with services involved with seven families. Further, MA PCB staff advocated successfully for 10 families to receive services from other agencies.

Feedback from the Government and Non Government Stakeholder Survey

Staff provides a collaborative and respectful service to families

Agree strongly (4)	Agree (3)	Disagree (2)	Disagree strongly (1)	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
31	10	3	-	1	41	3	3.64

The individual and mean scores indicate that 41 respondents agree that staff is succeeding in this activity with the majority of families. Three respondents disagreed and one didn't know.

1.3 Link Families with Other Services

A component of the family support provided by MA PCB is linking families into other services that would provide assistance in resolving presenting issues. Mission Australia Project Circuit Breaker is a short term intervention service and works with young people and their families for three months on average. Linking families with other services may occur at any stage throughout contact with the service. For instance, at the initial contact with MA PCB if the family being referred is not appropriate, staff will assist in finding a service that is.

During case management needs may be identified that require long term assistance, or be related to other specialised areas e.g. disability. In situations such as these staff may often work collaboratively with the other service or focus on separate issues. Finally, families may need to be linked in with another service at the end of case management to work on long term issues. Out of the 115 families that began working with MA PCB staff during the social audit period, 22 primary, long term families were linked in with other services. This need was identified during the case work.

Feedback from Client Stakeholders Surveys

Staff effectively link families with other services

Agree strongly (4)	Agree (3)	Disagree (2)	Disagree strongly (1)	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
12	14	7	-	12	26	7	3.15

While the mean score is less than the mean scores received for other areas. There are 7 client stakeholders that disagreed which may indicate issues relating to the referral processes utilised by workers.

Feedback from Client Stakeholder Comments

Each client stakeholder was asked to briefly describe PCB interventions found useful:

PCB interventions respondents believe really useful:	Total (n = 45)
Strategies/approach/handling and coping skills/	17
Continue on same line/doing great job/very satisfied	17
Availability/accessibility/mobile	12
Family help/interaction/discussions	10
Someone to talk to/third party	9
Culturally/age/gender appropriate/matching consultants to clients	7
Time spent with clients/taking kids out/alternative activities for kids	6
Honesty of workers/questions asked/reality faced/objective	5
Genuine concern/caring	2
Other answers & Nothing	Each 2
No answers	1

From the responses it can be seen that the framework used by MA PCB staff when providing support to clients is successful. Client Stakeholders comments also indicate that the service is effective in addressing the needs of families within the community.

Feedback from Client Stakeholder Survey

Each client stakeholder was asked to briefly describe PCB's short term interventions needing improvement:

PCB interventions respondents believe need improvement:	Total (n = 45)
No answers	15
Deeper skills needed/identify further services required	5
More funding/promotion/staff/'go national'	5
More hands-on/time with clients/family/more follow-up/feedback	5
Other answers	5
Appear as divisive/undermines parents/more interested in kids' than parents' views	4
More consistency/sticking to plan/advice	3
Expand age limits	3
'Useless'	1

The areas stated in the above table indicate that improvement in case management to address the negative feelings experienced by a small number of client stakeholders is required. Improvement in

communicating MA PCB as being a short term early intervention and prevention service to client stakeholders as well as the community at large is also required, including the community at large. This should be a priority for planning days.

Sample of Client Stakeholders comments

- Strategies workers offered were excellent with one particular worker very skilled.
- Didn't mess words – upfront with the family
- Explained things in a simple way - Showed a genuine concern for us in our situation. They were great
- Gave Mum some hope that things could get better
- Service responded promptly – Worker was easy to talk to. Presented to the family really well-gave Mum skills for communication

Commentary and Action Issues

- Overall the responses from the client stakeholders indicate that they are happy with the family support service provided by Youth and Family Development Workers at MA PCB.
- Client stakeholder responses also indicate that they have a clear understanding of strength based language used throughout the case management process.
- Areas identified that require improvement are; communication in relation to the type of service MA PCB offers, the length of time spent working with families and community awareness of the services existence.
- To ensure a high quality service is provided, ongoing reviews of case management practices, the processes involved in the identification of client group work and development of workshops needs to continue.
- Transparent practices of staff have continued to be reinforced by the open communication of staff with families.
- The overall responses from the Action Learning Team Stakeholders Focus Group and the Government and Non Government Stakeholders indicate that they agree staff intervention with clients/families is effective.
- The individual and mean scores from the Government and Non Government Stakeholders in relation to the length of time staff work with families strongly suggest that more communication around the issues related to timeframes of case management needs to be addressed.
- The 'don't know' responses suggests that further communication about the individual and family counselling/interventions used by PCB needs to continue during interagency meetings, service training and presentations as well as any other appropriate opportunities.

1.4 Practical skills development with families

Practical skills development with families is provided by staff in specific areas such as skill development e.g. educational tutoring, conflict resolution, time management, and anger management. This area of family support is determined by staff on an individual needs basis and is only incorporated in collaboration with individual or family members. Other practical skills development is provided by way of groups and workshops facilitated by staff members using various frameworks such as a Strength Based Reflective Team process, Recreational focus, Activity based e.g. music.

These groups and workshops are formulated on a needs basis and often implemented as part of an exit strategy for individuals and families. The topics that have been covered to date include, being the parent you want to be, anger management, self care, and personal development. It is important

to note that not all individuals and families that work with MA PCB attend these groups and workshops. Two parent groups have been facilitated during the social audit period in which 8 parents attended the first group and 5 attended the second.

Feedback from Client Stakeholder Surveys

Staff provides practical skills development with families

Agree strongly (4)	Agree (3)	Disagree (2)	Disagree strongly (1)	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
20	19	3	-	3	39	3	3.40

The mean score indicates that the development and implementation of groups based on client needs has been effective. The individual scores indicate that further refining of the development and assessment of client needs could be improved further. That 3 Disagree should be explored.

Feedback from Staff Stakeholder Surveys

PCB provides adequate resources to all staff to support case management plans

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
5	4	-	-	-	9	-	3.56

The individual and mean score indicate that all staff agrees that MA PCB provides adequate resources to all staff to support case management plans.

> *Objective 2. Within economic accounting processes that ensure financial ustainability, provide excellence in service delivery to key stakeholders*
>
> *Reflects the values of QUALITY, DIGNITY, SERVICE, RELATIONSHIPS &*

2.1 Consultation with client groups on quality of service

A component of the conditions of funding is that MA PCB is required to carry out an overall ongoing review and evaluation of the service. This is undertaken by way of data entry into the Department of Communities database, research projects, stakeholder surveys and feedback evaluations of workshops or programs. To date there has been only minimal feedback from the Department of Communities on the data provided, although there have been a number of systems and other difficulties which have delayed reporting back to MA PCB. There is, however, good news and reports are beginning to come through.

Further, in accordance with Mission Australia's continuous improvement model and Quality Assurance accreditation, accountability measures have been developed for each site to implement. One facet of these processes is to ensure that consultation with clients and service providers occurs. Mission Australia Project Circuit breaker conducts Client and Government and Non-Government

stakeholder surveys twice a year. This provides staff with feedback that informs areas of change and improvement necessary to remain effective within the community.

Seven interviews with current Action Learning Team Stakeholders were conducted in May, 2005 by the Team Leader and Services Manger of MA PCB. The structure of the interviews of this group was guided by the notes provided during a Social Audit training session.

Feedback from Action Learning Team Stakeholders

MA PCB staff collaborates with other agencies and Government departments

Agree strongly (4)	Agree (3)	Disagree (2)	Disagree strongly (1)	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
3	4	1	-	-	7	-	3.43

The individual scores indicate that staff collaborates with other agencies and Government departments. One member disagrees.

Feedback from Action Learning Team Stakeholders

MA PCB is active in community education and awareness projects

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
1	-	-	-	6	1	-	4.00

Out of the Action Learning Team stakeholders only one person indicated that they strongly agreed that MA PCB is active in the community education and awareness. Six respondents indicated 'don't know'.

Feedback from Government and Non-Government Stakeholders

PCB staff collaborates with other agencies and Government Departments

Agree strongly (4)	Agree (3)	Disagree (2)	Disagree strongly (1)	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
17	25	1	-	8	42	1	3.37

Forty-two Government and Non-Government Stakeholders agree that MA PCB staff collaborates with other agencies and government departments. While the responses of 'don't know' are not included in the mean score, it is important to note that eight stakeholders did not know whether or not the service carries this activity out. It's possible that there is an immediate need to better inform stakeholders about the specific work being undertaken across North Brisbane in prevention, early intervention and family support for families with children between 10 -16 years old by MA PCB.

Commentary and Action Issues

- Feedback received from the Action Learning Team Stakeholders indicates agreement that MA PCB staff collaborate with other agencies and Government departments
- While 'don't know' responses are not included in the mean scores it is important to take this information into account when examining areas of improvement required. For example, the overall responses from the two stakeholder groups indicating a 'don't know' answer suggest that further promotion of MA PCB within these areas is necessary. The barriers to a better understanding of the service will be explored, identified and action take to address them
- The number of 'don't know' responses from the Action Learning Team Stakeholders in relation to community education and awareness projects reveal an immediate need for members to be provided with a clearer understanding of duties required of staff
- A review of the community education and awareness projects will be undertaken with group members by way of a discussion of the findings from the surveys at the next Action Learning Team Meeting
- A PowerPoint presentation providing information pertaining to the overall operationalisation processes involved in the service will also take place at the next Action Learning Team meeting
- Further, a kit which consists of the information provided to the Action Learning Team Stakeholders in the PowerPoint presentation will be given to each member for future reference

2.2 Ensuring staff are up to date with all new policies and procedures of MA PCB

Through induction and role related training programs Mission Australia ensures that personnel have the knowledge, skills and training needed to provide a quality service to clients. At MA PCB this is also carried out by a service specific induction program, the provision of regular case reviews, internal and external supervision and ongoing professional development. The staff pick-up rate has been more than satisfactory in terms of taking up paid for, external supervision and offers for training. Though always subject to operational demand [for MA PCB services], approval for staff seeking Study Leave has been 100%.

The MA PCB induction program for two new staff consists of the Strength Based principles, Child Protection Legislation information (Duty of Care) and case management practices involved when working with individuals and families. Case studies are provided to further illustrate the practice expectations of the workers throughout case management. Examples of how policies and procedures within MA PCB and the organisation at large is applied to work practices are also provided by the trainer and discussed to ensure, where possible, that any issues that may arise are addressed.

Informal feedback from new staff about this induction program has been favourable to date. Staff believe that the content has served to guide the worker in what is considered to be best practice standards at the beginning of their employment with the service. Major emphasis is placed on transparency of all staff practices.

Information provision to staff members is ongoing throughout Mission Australia in so far as training occurs regularly in various areas surrounding the policies, procedures and information identified in all manuals. For example, from January 1 to June 30 2005, Mission Australia provided several training sessions/ targeted at times to all staff members as well as those in a specific areas i.e. Management. Mission Australia's Project Circuit Breaker staff attended the *'Return to Work'* program during this time where updated information was provided and discussions occurred. Many staff members commented that they found it extremely useful. In addition, Mission Australia

provided workplace violence training for all staff to ensure they were informed of policies, procedures and strategies to assist in worker safety.

Mission Australia's Project Circuit Breaker has provided:

- A one and half day induction program for 5 staff members
- Further training in the area of Strength Based Supervision and Critical incident Debriefing for the Team Leader
- Group Facilitation and Reflective Team Work training for two staff members
- As well as ongoing external, professional supervision to 10 staff members

Ongoing training and professional development of all staff members, internally and externally, ensure that they are kept up to date with any changes related to legislation, policies and procedures that may affect their everyday duties. Mission Australia's Project Circuit Breaker have identified and promoted the remaining training and professional development programs/sessions for the duration of 2005. This provides staff with the opportunity to allocate the necessary time in advance to attend. Staff needs to be aware of the prevailing policy and procedures.

2.3 Consultation with agencies on quality of service/interaction

Collaborative working relationships are recognised by all staff of MA PCB as being essential to the success of the service, young people and families. Further, positive interaction/s of staff with agencies further adds to the effectiveness of the service within the community at large. Clear and open communication as well as transparent practices are emphasised throughout every facet of a workers training and professional development. Mission Australia's Project Circuit Breaker carry out regular stakeholder feedback surveys as part of the ongoing review and evaluation processes in line with the conditions of funding. Stakeholders provide feedback on areas of service provision, community development and collaborative working relationships. Strategies and processes to resolve any issues are identified, developed and implemented after each evaluation. Consultation also occurs between staff members of MA PCB and other services in forums such as team meetings, collaborative case management, and community development activities.

MA PCB staff are cooperative and respectful in their working relationships

Feedback from Action Learning Team Stakeholder Focus Group

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
3	4	-	-	-	7	-	3.43

All individual scores indicate that the Action Learning Team Stakeholder Focus Group agree that MA PCB staff is cooperative and respectful in their working relationships.

Feedback from Government and Non-Government Stakeholders

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
21	26	-	-	-	47	-	3.45

Forty-seven Government and Non-Government Stakeholders agree that MA PCB staff is cooperative and respectful in their relationships. Four respondents failed to answer.

MA PCB Staff communication is open and clear

Feedback from Service Advisory Group

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
3	3	-	-	1	6	-	3.50

Six Action Learning Team Focus Group Stakeholders agree that communication is open and clear. One indicated that they did not know.

Feedback from Government and Non-Government Stakeholders

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
14	27	4	-	6	41	4	3.22

Forty-one Government and Non-Government Stakeholders agreed that MA PCB staff communication is open and clear. Four disagreed and six 'don't know'.

The working experience with MA PCB has been positive

Feedback from Action Learning Focus Group Team Stakeholders

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
4	3	-	-	-	7	-	3.57

Seven Action Learning Team Focus Group Stakeholders agree that the working experience with MA PCB has been positive.

Feedback from Government and Non-Government Stakeholders

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
24	20	2	-	5	44	2	3.48

The individual scores in this table indicate that 44 Government and Non- Government Stakeholders agree that working with MA PCB is a positive experience. Only five respondents indicated 'don't know' and two disagreed.

MA PCB Staff work practices are transparent

Feedback from Government and Non-Government Stakeholders

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
12	24	2	-	13	36	2	3.26

The individual and mean scores indicate that 36 Government and Non Government Stakeholders agree that MA PCB staff work practices are transparent. Only two disagreed, but 13 didn't know – though this may be that Government and other Non-Government stakeholders felt unable to adequately comment on this aspect.

Feedback from the Action Learning Team Focus Group Stakeholders

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
1	3	-	-	3	4	-	3.25

Four Action Learning Team Focus Group Stakeholders agreed that MA PCB staff work practices are transparent. Three respondents indicated 'don't know'.

MA PCB Staff are accessible.

Government and Non Government Stakeholders

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
18	27	1	1	4	45	2	3.32

Forty-five Government and Non Government Stakeholders agree that MA PCB staff is accessible. Four responded 'don't know' and one disagreed.

Action Learning Team Focus Group Stakeholders

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
2	3	-	-	2	5	-	3.40

Five Action Learning Team Focus Group Stakeholders indicated that MA PCB staff was accessible. Two respondents indicated 'don't know'.

Commentary and Action Issues

- Overall the stakeholder groups agree that MA PCB staff communicate in a clear and open manner and are cooperative and respectful in their relationships. While the overall score for this activity indicated that working with MA PCB staff was a positive experience, continued improvement in these three areas need to occur to maintain the quality of communications reported here to stakeholder groups.
- Reflective practices within the team members in relation to working relationships experienced by all stakeholders.

2.4 Improving communications with the Department of Communities and the Department of Child Safety

As the aim of MA PCB is to reduce the number of families entering or re-entering into statutory systems, it is ensuring that communication between staff at MA PCB and the Departments of Child Safety and Communities occurs on a regular basis. To ensure this transpires communication to representatives from both departments at the MA PCB Action Learning Team as well to staff members of these departments occur. Further MA PCB staff attends Team Meetings with both the Department of Communities; and the Department of Child Safety quarterly or as required which provides the opportunity for PCB staff to discuss current trends in case management and maintain established relationships.

Communication with the Dept. of Communities and the Dept. of Child Safety has improved.

Feedback from Action Learning Team Stakeholder Focus Group

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
2	1	-	-	4	3	-	3.67

Three of the Action Learning Team Stakeholder Focus Group members agree that communication with the Dept. of Communities and the Dept. of Child Safety has improved. Four members of the group indicated 'don't know'.

Feedback from Government and Non Government Stakeholders

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
6	16	7	2	20	22	9	2.84

Twenty-two Government and Non Government Stakeholders indicated that they agreed that Communication with Dept. of Communities and the Dept. of Child Safety has improved. Nine respondents disagreed and twenty indicated 'don't know'.

Commentary and Action Issues

- Feedback from the responses indicates that more information sharing with the members is required.
- While the mean score suggests MA PCB staff has improved communications with the Dept. of Communities and the Dept. of Child Safety, the 'don't know' responses infer that further discussion with the members of this group during an Action Learning Team meeting need to occur.
- It is important to note that the 'don't know' responses could have been identified by non departmental members of the stakeholder group as the information requested was not applicable to them.

Objective 3. To use environmentally sustainable practices

Reflects the values of: QUALITY & ACCOUNTABILITY

3.1 Reducing consumption of stationery, electricity and fuel

The administration team has developed a number of electronic tracking sheets in excel format to monitor consumption in the following areas:

- Paper usage for both A4 and A3 standards
- Amount of fuel used

Each report tracks consumption by month and makes provision to report on excessive usage for the monitored period.

The % of paper usage and recycled paper usage is measured by Xerox/Kyocera reading cards /supplier invoices.

Fuel usage is monitored by invoices received from Mission Australia Motor Vehicle Leasing Department and Q Fleet. Mission Australia Motor Vehicle Leasing Department does not list litres used only amount paid whereas Q Fleet identify this on their monthly invoice, however, costs can be monitored. Accuracy of usage is questionable due to fluctuating fuel prices but does provide a means to monitor the cost.

Copies of electricity bills are kept to monitor usage.

The manufacturer of the photocopier/printer MA PCB use indicated that ink cartridges cannot be recycled. Usage is monitored via Xerox/Kyocera reading cards /supplier invoices.

The office has undertaken double sided printing of documents where possible since the commencement of the social audit. It is difficult to report on how successful this process has been until the time frame for reordering stationery cartridges has been established.

3.2 Recycling Commodities

The starting point has been established to set in place systems to effectively record and monitor consumption in targeted areas of the business as these did not previously exist.

The Administration Officer has developed an electronic tracking sheet in an excel format to monitor recycling effectiveness in the following area:

- Paper recycling bins

The number of paper recycling bins used is monitored by the amount of times the bin is emptied. In many circumstances due to the confidential nature of the content recycling paper is not appropriate.

Environmental Impact

A greater awareness of the environmental impact of staff practices has resulted from the social audit pilot program that MA PCB has participated in. Other areas such as the use of USB Memory sticks have been implemented since the development of the Social Accounting Plan to stop the waste resulting from storage of information on diskettes.

As the new social book-keeping cycle begins, MA PCB will continue to develop the environmental focus within everyday practices of the team. Measurement systems and policies will be implemented to monitor the progress of the new practices during this period. Promotion of environmental practices will continue throughout MA PCB induction and team meetings.

Objective 4. To be a good employer and to provide a family friendly environment

Reflecting the values of LEADERSHIP, DIGNITY, RELATIONSHIPS, QUALITY, ADVOCACY, EMPOWERMENT & ACCOUNTABILITY

4.1 Providing opportunities for relevant learning and professional development

Professional development within MA PCB is provided in many forms. One way is via external supervision. In the human services profession, the definition of 'supervision' goes far beyond the concept of line management in administration and management. It encompasses administrative/management functions as well as educational and supportive functions. The educational function of supervision is a core component of the professional development of workers and can be seen as a potential vehicle for building the knowledge base of all team members.

The support function of external supervision is also useful with helping the Team Leader as the supervisor to most effectively deal with job-related issues, and with developing team member attitudes and feelings conducive to maximum job performance. Supervision helps sustain worker morale, gives them a sense of professional self worth, and a feeling of belonging in the agency.

Limited paid external supervision and professional development is available to all Project Circuit Breaker team members. Specifically, all team members are entitled to seek out professional providers of their choice but must be aware of budget constraints. The Team Leader, in collaboration with Services Manager will also provide a calendar of external professional supervision, professional development training for all members. Professional development training organised by the Team Leader is based on the requests of members during annual performance and appraisal reviews and as required.

The Team Leader also facilitates in-service professional development workshops where appropriate. In addition, internal individual or group supervision is provided fortnightly to all staff in which case management planning, therapeutic techniques and strategies are reviewed and extended upon.

Ongoing professional development of all staff is considered to be essential to assist them to remain up to date with the evolving development of various theoretical concepts useful with strength based interventions i.e. individual and family counselling, facilitating group discussions and developing programs for families using a reflective teamwork framework. The level of support is determined by the resources available within the service.

A review of personnel files reveal that the average hours of professional development (including training) provided to each worker during the social audit period totalled 24. Areas of professional development for staff have been identified through the completed annual performance review and appraisals, internal supervision/case reviews and team meetings.

Nine surveys were completed by staff stakeholders in May 2005 at the conclusion of a Team meeting at the Mission Australia's Project Circuit Breaker office.

Feedback from Staff Stakeholders

PCB provides adequate professional development and training for all staff

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
1	7	1	-	-	8	1	3.00

The scores above indicate that team members are satisfied with the level of professional development provided. While only one respondent disagrees, it is does indicate that not all staff member's consider that their training needs are being met. Never-the-less, there is overall acknowledgement that the service is a good supporter of professional development and training.

4.2 Empowering staff to develop relevant new ideas

Effective communication within the team, organisation, and with other services is vital to the success of MA PCB and Mission Australia at large. Team meetings occur weekly and provide a forum for information to be delivered to and by all staff relating to case management, operational procedures, interagency visits, administrative matters and other presenting issues. Staff is encouraged to nominate themselves and others to develop new groups, projects and activities based on client/community needs that they identify. Proposals for these are submitted to the Team Leader and the Services Manager whereby content and budgets are negotiated. Resources are provided to all staff to aide in the development of new ideas, including recent proposals for parenting programs, boys' recreational groups, tenders and community development activities.

Mission Australia also encourages all staff to submit any new idea they feel relevant to the organisation. A database is accessible on the intranet for staff to lodge their ideas. In addition, opportunities for staff to take on side projects is also offered regularly in which members are encouraged to provide individual input. Opportunities to travel and network with other services, internally and externally, to encourage new and innovative ideas for staff members are provided regularly. Irregular Strand meetings are held at Mission Australia State Office whereby staff members from all Community Services within Queensland meet and discuss their services and what is happening and opportunities arising. Training is also provided to enhance the skills of staff members and encourage growth within the organisation. Innovation is promoted and valued by Management.

During the social audit period, 10 MA PCB staff members were working on nine projects in addition to their regular duties. Nine new ideas were provided to the Services Manager and all were implemented. These projects included working with a girls group and a parenting program as an exit strategy from PCB servicing both of which will finish within the accounting period.

Feedback from Staff Stakeholders

MA PCB staff are empowered to develop new ideas

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
4	5	-	-	-	9	-	3.44

Of the nine staff stakeholders all agreed that Mission Australia Project Circuit Management assist in them feeling empowered to develop new ideas.

MA PCB provides a variety of work tasks which encourages innovation

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
2	6	1	-	-	8	1	3.11

Of the nine staff stakeholders eight agreed MA PCB provides a variety of work tasks which encourage innovation and one disagrees.

4.3 Maintaining a healthy and safe work environment

The comfort, safety and wellbeing of all personnel are of foremost importance within Mission Australia sites. Mission Australia maintains a national Operational Health & Safety Manual and undertakes Risk Assessments at site level. Mission Australia provides and maintains workplaces that are safe and minimises risk to the health, safety and welfare of all employees and non-employees by adopting a planned and systematic approach. Resources necessary are provided to ensure successful implementation of these measures. In addition, Mission Australia acknowledges its responsibilities in ensuring the health, safety and welfare of all persons in the workplace and will provide direction and leadership through its management to implement the objectives of this policy.

Compliance with Mission Australia's Occupational Health and Safety (OH&S) and Injury Management Policies and procedures are reviewed through management levels and random auditing by State and National OH&S personnel. At MA PCB the Administration Officer is also the OH&S officer and is responsible for carrying out all related procedures to ensure a safe working environment. For the duration of the social audit period no injuries were reported and two OH&S audits were carried out. Fire safety training for staff was undertaken and recommendations from the audits were implemented immediately.

Feedback from Staff Stakeholders

MA PCB staff are provided with a healthy and safe working environment

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
3	5	1	-	-	8	1	3.22

The mean score indicates that a majority of staff stakeholders feel that they are provided with a healthy and safe environment.

4.4 Encouraging workplace diversity

PCB has adopted the following definition of workplace diversity:

Diversity includes, but is not limited to, gender, language, cultural background, different tertiary educational qualifications of the service team, their socio-economic background, personality and personal profiles.

Mission Australia is committed to the principles and policies of Employees Equal Opportunities. Policies and procedures in relation to this are outlined within all Mission Australia manuals. The team at MA PCB come from diverse backgrounds. For example, their knowledge and experiences

in the human service area includes psychology, social work, youth work, education, drug and alcohol, professional counselling and youth employment in government and non government sectors.

The services' unique, innovative model and multi-disciplinary team demonstrate the commitment of MA PCB in encouraging unity and diversity within the service and organisation at large. In addition, diverse cultural backgrounds have proven to enrich the knowledge and skills of all team members and positively impacts on clients. To further segment the professional and cultural diversity of staff members within MA PCB would only serve to identify individuals and weaken the philosophy of diversity.

Feedback from Staff Stakeholders

Workplace diversity is encouraged within MA PCB

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
5	4	-	-	-	9	-	3.56

Scores indicate that all staff agrees that diversity is encouraged within MA PCB

4.5 Operate an effective review and appraisal system

It is essential within the area of counselling and family support that regular case reviews and supervision are undertaken. This enables the individual worker and the Team Leader to review the case management plans and identify any areas that need to be addressed. This can also occur by way of further training or workshops. Case reviews and supervision sessions take place fortnightly or more frequently on request. In addition to this, annual staff performance reviews and appraisals are carried out whereby staff members and line management provide feedback on:

- How the worker is progressing
- Further professional development required
- Emerging issues
- Perspectives on line management within the service and organisation at large
- Career aspirations

All of these processes carried out at MA PCB serve as tools to ensure the overall wellbeing, and skill level of the worker. Therefore, encouraging a healthy attitude is necessary to continue to provide high quality strength based family support service. All annual staff performance review and appraisals have been completed and have provided the outline for further professional development training for the remainder of this year.

External professional development training provided to members of MA PCB between 1 January and 30 June 30 this year consisted of a refresher course in Strength Based Supervision and Critical Incident Debriefing for the Team Leader, Induction training for five staff members, Facilitation and Reflective Team Work training for two staff members and external Supervision for ten team members.

Feedback from Staff Stakeholders

Staff are able to work with clients/families in a strength-based framework

Agree strongly (4)	Agree (3)	Disagree (2)	Disagree strongly (1)	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
8	1	-	-	-	9	-	3.89

These scores indicate that all team members agree they are enabled work with clients/ families in a strength based framework.

Commentary and Action Issues

- The overall staff stakeholder responses indicate that a majority of staff agree that MA PCB is a good employer and therefore, reflects the values identified to this objective
- One staff stakeholder disagreed with the statements that; MA PCB provides a variety of work tasks which encourages innovation; MA PCB provides adequate professional development and training for all staff and MA PCB provides staff with a healthy and safe working environment. While these responses do not affect the overall rating of the survey, it is important to note that there was not total agreement in these areas and further refinement of the processes involved in being a good employer should continue
- Ongoing OH&S audits and training will ensure that MA PCB remains a healthy and safe working environment.

4.6 Providing a flexible working roster to staff

To ensure a healthy and supportive working environment and a balance of work and family, the MA PCB Management consult with staff during the preparation of each 12 week rotating roster. Staff is also consulted at the completion of each roster and when mutual agreement is reached it is signed of by workers and Management. In addition, a consultation process is followed if any changes are necessary during the 12 week period. These processes are in accordance with the Mission Australia Community Services Agreement 2005. Naturally, there need to be a balance between work and family commitments, which both employer and employee should understand [when putting a roster together].

MA PCB provides a flexible working roster

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
3	6	-	-	-	9	-	3.33

The individual scores indicate that staff stakeholders agree that MA PCB provides a flexible working roster.

4.7 Provide a variety of work tasks to each worker: encourage innovation

Mission Australia encourages innovation by providing opportunities for staff members to carry out tasks different from usual duties. This serves to introduce staff to other areas within the service / organisation and new experiences. Staff input is valued and encouraged.

Staff at MA PCB is encouraged to participate in projects along with their case management. Activities consist of community development awareness, participating in promotion of the service at festivals, conferences, and interagency meetings.

MA PCB provides a variety of work tasks which encourages innovation

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
2	6	1	-	-	8	1	3.11

The individual scores indicate that eight staff stakeholders agree that MA PCB provides a variety of work tasks which encourage innovation. While one respondent does not agree that this occurs: the evidence is a girls group, boys' anger management program, tender writing, emerging data base project and MA PCB participation in community development.

4.8 Tailor tasks to individual work and family needs

Mission Australia is committed to providing a work and family balanced workplace for all employees. This is reflected within all Mission Australia policy manuals including the Community Service Certified Agreement 2005. For example, parent leave as well as maternity and paternity leave are available to employees once they have met the requirements outlined.

MA PCB tailors tasks to individual work and family needs

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
5	3	1	-	-	8	1	3.44

Eight staff stakeholders agree that MA PCB tailor tasks to individual work and family needs. One respondent does not agree that this occurs.

4.9 Provide social activities for staff and families

Recognition of the importance and contribution of support from staff's families in the health and success of the service cannot be underestimated. In an acknowledgement of this, from time to time team building activities for social engagement of staff and/or families are provided by the service. At a Queensland State level a function is organised for staff and their families by the Queensland State Chaplains which coincides with Christmas.

Feedback from staff stakeholder surveys

MA PCB provides regular social activities for staff and families

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
-	7	2	-	-	7	2	2.78

Seven staff stakeholders indicate that they agree that MA PCB provides regular social activities for staff and families. Two respondents disagreed.

4.10 Promote awareness of employee and family assistance

An Employee Assistance Program (EAP) ensures that Mission Australia actively assists to maintain emotional health in the workplace and within the immediate support network of their families. The counselling sessions are confidential between the employee and/ or family member and the counsellor. All eligible employees and their family members are entitled to receive up to four free counselling sessions for each person of each year. This information is provided by Management and the Administration officer during Team Meetings. In addition, all staff has been provided with an EAP card containing the relevant information.

MA PCB promotes awareness of employees and family assistance

Agree strongly	Agree	Disagree	Disagree strongly	Don't know	TOTAL AGREE	TOTAL DISAGREE	MEAN SCORE
3	4	2	-	-	7	2	3.11

Seven of the staff stakeholders agree that awareness of employees and family assistance is provided. Two staff stakeholders disagree.

Commentary and Action Issues

- Overall the individual and mean scores indicate that the majority of staff stakeholders agree that all activities related to this objective are met

- One respondent did not agree that the service provided a variety of work tasks which encourage innovation, one respondent did not agree that tasks were tailored to individual and family needs, two respondents did not agree that regular social activities were provided for staff and families, and two staff stakeholders did not agree that awareness of the EAP was provided at MA PCB

- These responses indicate that MA PCB needs to increase activities for staff and families as well as communicate regularly about the EAP during team meetings, case reviews and supervision sessions. Posters regarding the Employee Assistance Program can also be posted in areas around the office where staff can view them easily

- Processes involved in provision of a variety of tasks need to be refined further so that all staff members can feel that innovation is encouraged

7. Compliance

Mission Australia operates under a contemporary national corporate structure and as such has clearly defined and articulated policies and procedures. Of significance, required statutory policies are present but not limited to:
- Anti discrimination legislation
- Employment and equal opportunity legislation
- Workplace health and safety legislation

In addition to these statutory requirements, the delivery of Mission Australia\ Project Circuit Breaker services is required to be delivered to young people and their families in accordance with:

- Child Protection Legislation 1999
- Child Protection Regulation 2000
- Domestic and Family Violence Protection Act 1989
- Domestic and Family Violence Protection Regulation 2003
- Juvenile Justice Act 1992
- Juvenile Justice Regulation 2003
- Mission Australia quality assurance
- Family Services Act 1987
- The current Service Agreement with the Department of Communities: where considerable research, surveys, evaluation reports have been generated

All these requirements have been met in terms of the service agreement with the Department of Communities and Mission Australia's own policy and procedures.

8. Main issues, Conclusions and Recommendations

Summary of Action Issues and Recommendations

Values

- Based on the continual improvement policies within MA and MA PCB, an ongoing focus on the values throughout service provision and collegial working relationships will be maintained.
- A continuation of the social audit process for MA PCB and other Mission Australia services will ensure employees remain focussed on working in line with these values.

Objective One

- Areas identified that require improvement are; communication in relation to the type of service MA PCB offers, the length of time spent working with families and community awareness of the services existence.
- To ensure a high quality service is provided, ongoing reviews of case management practices, the processes involved in the identification of client group work and development of workshops needs to continue.
- Transparent practices of staff need to continue to reinforce the open communication between staff and families.
- More communication with Government and Non Government Stakeholders in relation to the length of time staff work with families and case management needs to be ongoing.
- Further communication about the individual and family counselling/interventions used needs to continue during interagency meetings, service training and presentations as well as any other appropriate opportunities.

Objective Two

- Further refinement of the processes involved in being a good employer should continue.
- Ongoing OH&S audits and training will ensure that MA PCB remains a healthy and safe working environment.

Objective Three

- An immediate need for Action Learning Team Stakeholders to be provided with a clearer understanding of duties required of MA PCB staff is required.

- A review of the community education and awareness projects will be undertaken with group members by way of a discussion of the findings from the surveys at the next Action Learning Team Meeting.
- A PowerPoint presentation providing information pertaining to the overall operationalisation processes involved in the service will also take place at the next Action Learning Team meeting.
- A kit consisting of the information provided to the Action Learning Team Stakeholders in the form of a PowerPoint presentation will be given to each member for future reference.

Objective Four

- Book-keeping systems developed and implemented will be maintained.

Objective Five

- Information about the Employee Assistance Program (EAP) is to be included in team meetings, case reviews and supervision sessions.
- Any available posters or flyers regarding the Employee Assistance Program are to be displayed in areas around the office where staff can view them easily.
- Processes involved in the provision of a variety of tasks need to be refined further so that all staff members can feel that innovation is encouraged.

Issues

It became apparent that the Action Learning Team stakeholder group was not totally aware of the processes involved with case management practices and other operational areas of the service. More information sharing with the team members is essential for them to carry out their role effectively. Encouragement to seek feedback from colleagues and staff members within their services about MA PCB would also serve to be useful when discussing issues at ALT meetings.

The Departments of Child Safety and Communities have a high staff turn over of officers. Therefore, ongoing information sharing needs to occur to promote MA PCB's purpose and services. Through ongoing information sharing staff members will continue to build and maintain collaborative working relationships. In an attempt to resolve the information sharing obstacles between MA PCB and both departments, service information kits have been distributed by staff when they attend departmental team meetings, quarterly. Other strategies have been identified in the summary of the action issues above. These need to be implemented from a top down and bottom up approach i.e. management and departmental officers as well as families referred to the service.

Conclusion

While the findings of all stakeholder survey responses have been favourable issues related to communication, education and satisfaction of service provision by MA PCB cannot be ignored. In keeping with the Action Learning Framework which underpins the MA PCB operational processes and practices, a need to continuously reflect and refine internal procedures to achieve improved outcomes with all stakeholders needs to be implemented more effectively. The success of the recommendations of action issues listed above can be monitored using the quantitative and qualitative measures implemented at MA PCB. Any further implementation of actions required can be identified using the Action Learning team and staff meetings. Social Audit processes implemented during this pilot project will also serve to monitor overall progress.

9. Reflections on the Social Audit Process

Strengths

- Information gathered from the social audit processes have provided an overall snapshot of how effective the service is functioning and identifies areas that require improvement.
- The information gathered from the social audit processes provides possible future funding bodies with insight as to the overall operations within the service and the organisation at large.
- Providing information such as this demonstrates the commitment Mission Australia has to working inline with the values, vision and mission statement espoused.
- The social audit processes encourage staff members to be accountable and transparent in their work practices with colleagues and clients within the parameters of the objectives and activities identified.

Weaknesses

- The time frame for the initial implementation of book keeping systems and processes required proved to be insufficient.
- Two people working on the social audit processes caused some confusion when they were based in different places.
- The primary person coordinating the implementation of book-keeping systems and writing the social audit report did not begin training until half way through the pilot project. This caused difficulties in relation to gaining a clear understanding of the processes and requirements involved.
- As the client stakeholder group respondents were parents, the responses from other family members e.g. Young people in was not obtained.
- Members of the Government and Non Government Stakeholder group expressed the time frame was too short for all members to respond.
- Inconsistent information relating to content and format created difficulties when writing the social audit report.
- Limited resources prevented other staff members becoming involved in the development and implementation of the social audit processes.
- Balancing the competing demands of the social audit processes with the ongoing operational demands was extremely difficult and fatiguing.

10. Future Plans

A summary of the social audit report is expected to be provided to Government and Non Government Stakeholders which include that Action Learning Team and Staff Stakeholders. In addition, a discussion about the findings and actions planned for the service will be discussed with Action Learning Team members and at future PCB Team Meeting. Information pertaining to the Social Audit pilot project is expected to be included in the next Mission Australia Annual Report.

A full set of the social accounts is expected to be available at the offices of Project Circuit Breaker early in 2006. This will be indicated in a summary version distributed, including those to the Operations Manager, Community Initiatives, the Action Learning Team (ALT) and Mission Australia Project Circuit Breaker Staff.

10.1 Follow-up Actions

What is happening now.

- Information kits aimed at improving stakeholders' understanding of who MA PCB is and what services are offered have already been developed and are being distributed by staff members to all stakeholders
- Government and Non-Government agencies have begun to receive some form of training in relation to information such as appropriate referrals and case management practices as well as an information kit when MA PCB staff attends their team meeting and/or training days
- MA PCB staff is attending community services interagency meetings on a regular basis to build and maintain collaborative working relationships as well as provide information pertaining to the services provided by MA PCB
- Client kits have been developed to ensure information provided verbally during the initial contact with a family can be reiterated, referred to and expanded upon throughout MA PCB's involvement
- Further professional development for staff has been organised for the next 6 months to add to and enhance existing skills staff possess in areas such as suicide prevention strategies, strength based counselling, facilitating groups and reflective team work
- Continuous improvement register being established, where compliments, complaints and feedback can be recorded/ actioned.

Further actions

- More working collaborative partnerships with referral agencies will be established and maintained
- While it was desirable to survey all stakeholder how they considered that MA PCB was doing in relation to the values espoused by Mission Australia, the client and non government and government groups were not consulted. This was not intentional and only identified by Mr Harrison during the analysis of the surveys. In the future the 8 Mission Australia values need to be included on revised stakeholder surveys
- Future client stakeholder surveys need to include young people and other family members as respondents

- As most client stakeholder responses were from the parent of the family further surveys will include a questionnaire specifically devised for the young people of the families to respond to
- A review of the community education and awareness projects will be undertaken with group members by way of a discussion of the findings from the surveys at the next Action Learning Team Meeting
- A PowerPoint presentation providing information pertaining to the overall operationalisation processes involved in the service will also take place at the next Action Learning Team meeting
- Further, a kit which includes the information provided to the Action Learning Team Stakeholders in the form of a PowerPoint presentation will be given to each member for future reference
- Client information kits have been developed to be distributed on initial contact with families

10.2 The Next Social Audit Cycle

It is recommended that the social accounting processes be continued within the service and audits are undertaken every two years. This will enable the service to provide rich quantitative and qualitative data for that period of time as well as effectively address all issues identified. From this the provision of an effective overview on how the service is operating inline with the values, objectives and activities can be formulated. As a result MA PCB's approach to the social audit process will continue to be refined.