

Mana Ake Service Level Alliance Work Plan 2021

Objectives	Actions	Measures of Success / Targets / Milestones	System Outcomes
Priority actions towards transformational change, improved system outcomes and/or enhanced integration			
1. School clusters supported to build or enhance collaborative use of skills, knowledge and resources to more equitably meet the needs of their communities	Clusters provided with data and supported with its use. (EOA)	Timeframe - termly Paua data reflects similar level of need across cohort.	<ul style="list-style-type: none"> ▪ Improved access ▪ decreased wait times ▪ equitable access across Māori and other priority populations ▪ better targeted use of primary services and specialist mental health support ▪ Local community needs are met
	<ul style="list-style-type: none"> ▪ Support consideration of cluster wide strategic wellbeing plans. ▪ Support schools and clusters to promote wellbeing messages with their communities. ▪ Termly Cluster Forums to share innovation and learning. 	Timeframe - termly <ul style="list-style-type: none"> ▪ Kaiarahi report clusters increasing focus on wellbeing. ▪ Schools share innovations at Cluster Forums (made visible on Leading Lights). ▪ Attendance at Cluster Forums. 	
2. Build on developing system relationships to further align system partners who form the children's workforce	Work with providers and others to identify and develop opportunities for shared learning.	Ongoing Q1-Q4: <ul style="list-style-type: none"> ▪ Schools, organisations and whanau report more accessible support networks for children, whanau and communities. ▪ Providers report increasing opportunities for staff to learn together. 	<ul style="list-style-type: none"> ▪ Equitable use of resource – early intervention ▪ no wasted resource
	Further leverage Mana Ake relationships and learning with system partners to facilitate stronger collaboration, e.g. Tutaru, Children's Team transition.	Ongoing Q1-Q4: Services report ongoing and increasing alignment/working relationships between health, education and social service providers.	
	Review and enhance Leading Lights pathways with system partners.	Q2: More timely and earlier support for tamariki and whānau.	
3. Communities are better connected to support wellbeing outcomes	Embed of ERMS Online.	Q4: Use of ERMS Online by GPs and schools.	
	<ul style="list-style-type: none"> ▪ Identify opportunities to work with schools to connect more closely with their communities and vice versa and show case these. ▪ Provide community focused information for schools through Leading Lights. ▪ Ongoing development of Mana Ake website. 	Ongoing Q1-Q4: <ul style="list-style-type: none"> ▪ Opportunities shared at Cluster Forums. ▪ Usage and qualitative feedback. ▪ # Users and page views. 	
4. Mana Ake providers work collectively to build sustainable approaches to support wellbeing	Work with providers to embed systems and processes that contribute to sustainability including: <ul style="list-style-type: none"> ▪ Sharing qualitative and quantitative data. ▪ Maintaining monthly provider forums including team leaders and supervisors to maintain and enhance existing relationships. ▪ Developing opportunities for providers to share skills and knowledge across their workforce. 	Ongoing Q1-Q4: Provider quarterly reporting identifies: <ul style="list-style-type: none"> ▪ Increase in within and cross agency referrals. ▪ Increase in skills and knowledge across organisations. ▪ Tamariki and whānau better supported. 	<ul style="list-style-type: none"> ▪ No wasted resource ▪ Improved access ▪ Equitable access

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5. The network of support for Maia and her whānau is easy to access and understand	Clarify the network of available support available by: <ul style="list-style-type: none"> ▪ Providing early intervention through Mana Ake in a way that enhances what is already in place. ▪ Maintaining Leading Lights provision of clear pathways of support. ▪ Continue providing advice, guidance and support for whanau and educators. 	Ongoing Q1-Q4: <ul style="list-style-type: none"> ▪ Agencies report more targeted referrals. ▪ Educators report more clarity and confidence of when to access support and where to go. ▪ Whanau report satisfaction with and easier access to support. ▪ Use of Leading Lights. 	<ul style="list-style-type: none"> ▪ Equitable access to resources
6. Planning for transition	Range of implementation plans to be developed to respond to the range of potential long term options for Mana Ake.	Ongoing Q1-Q4: <ul style="list-style-type: none"> ▪ Schools, providers, kaimahi and system partners feel as supported as possible to move to the next phase of collaborative working to support wellbeing of tamariki and whānau in Canterbury as possible. 	<ul style="list-style-type: none"> ▪ Building population health capacity & partnerships
Actions towards monitoring progress			
7. Identify benefits of Mana Ake and learnings	Work with external evaluation teams to identify benefits of Mana Ake and learnings.	Timeframe to be confirmed by the MoH.	<ul style="list-style-type: none"> ▪ Early intervention
8. Evaluate Mana Ake initiative	Complete internal evaluation reports	Q4: Evaluation report completed	
9. Use health and education data to inform wider learnings about the Mana Ake cohort	Undertake data matching across CDHB, Pegasus, MoE and Mana Ake data sets.	Q4: Data matching completed.	
Key metrics to indicate progress delivering work plan actions, impact on health outcomes and/or monitor performance			
Description of metric			Data Source
1. Number and demographics of those accessing support including but not restricted to: <ul style="list-style-type: none"> ▪ Status of Requests for Support to Mana Ake – Active, Exited, Pending, Unallocated, Did Not Engage. ▪ Requests for Support to Mana Ake – Individual, Groups for: whole cohort, geographic cluster and Kahui Ako, Individual school. ▪ Gender Data – Individual Services and Groups, for: whole cohort, geographic cluster and Kahui Ako, Individual school. ▪ Requests for Support from Mana Ake by Age Range and Gender for: whole cohort, geographic cluster and Kahui Ako, Individual school. ▪ Ethnicity Data: whole cohort, geographic cluster and Kahui Ako, Individual school. 			Mana Ake Case Management System: Paua
2. Service outcomes: <ul style="list-style-type: none"> ▪ Tu Tauira tool measuring: Presence, Learning and Wellbeing, Achievement. ▪ Child Outcome Rating Scale. ▪ Teacher Group Feedback. ▪ Satisfaction Surveys. 			Mana Ake Case Management System: Paua
3. Evaluation Data being collected through various narrative forms as part of the overall Evaluation of Mana Ake.			Ongoing interviews across a range of providers, schools and recipients of the Mana Ake Service.

The 2020-21/22 CCN Work Plan for all alliance groups can be viewed on the CCN website [here](#).