

# CHILD AND FAMILY INTEGRATED SERVICES ANNUAL REPORT

January 2019 to December 2019



## Contents

Background .....	3
Introduction.....	3
Vision, Mission and Principles .....	3
Locations.....	3
Definitions and Collective Impact.....	4
Collabrative Change Cycle .....	5
Outcomes Framework Key Definitions .....	6
Gunbalanya Child and Family Centre.....	7

## Background

In 2014, construction of five child and family centres (CFCs) funded by the Commonwealth Government was completed at Yuendumu, Maningrida, Ngukurr, Gunbalanya and Palmerston. In 2016, the Northern Territory Government completed construction of a sixth CFC at Larapinta Primary School and is currently establishing another at Tennant Creek with plans for a further 10 across the Territory over the next 3 years.

Child and Family Integrated Services use a place based planning approach to ensure that children and their families (from pre-birth to five years of age) have access to quality integrated and culturally responsive programs and services in their local community to strengthen their health, wellbeing, education and care. The underpinning methodology for this work is Collective Impact.

CFC's also offer a soft entry point for vulnerable and disadvantaged children into preschool and school by engaging children and their families in quality, integrated early childhood education and care programs and services including Families as First Teachers. Each CFC is associated with a school and funded through the global school budget.

School principals manage the overall operation of CFC's in collaboration with the community. At each CFC site an Early Childhood Integrated Service Leader and an Aboriginal Coordinator work as a team to facilitate an integrated service delivery model by facilitating partnership and collaboration between government and non-government service providers and the community.

### **Child and Family Integrated Services Vision:**

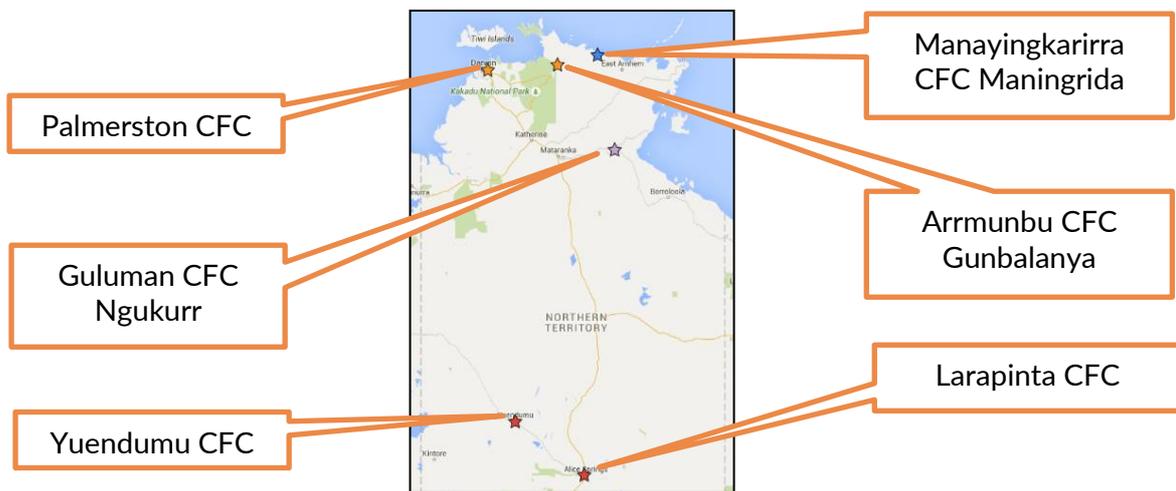
Families and communities support their children, pre-birth to five years of age, to have the best possible start in life and grow to be strong, healthy, safe, confident and capable learners.

### **Child and Family Integrated Services Mission:**

To establish a community led, integrated service system focussed on children pre-birth to five years of age and their families

### **Child and Family Integrated Services Principles:**

- Services are centred on the child and family and integrated
- Services and programs understand and privilege the local cultural context
- Services are committed to a long term, evidence informed approach
- Services are committed to prevention and early intervention



## Definitions

### Australian Early Development Census (AEDC)

The Australian Early Development Census (AEDC) is a nationwide data collection of early childhood development at the time children commence their first year of full-time school. The AEDC highlights what is working well and what needs to be improved or developed to support children and their families by providing evidence to support health, education and community policy and planning.

### ASQ TRAK

The ASQ-TRAK is a developmental screening tool for observing and monitoring the developmental progress of Australian Aboriginal children at 2 months, 6 months, 12 months, 18 months, 24 months, 36 months and 48 months of age.

### Child and Family Centre (CFC)

Child and Family Centres are a focal point for the integration of services focussing on children from before birth to 5 and their families within a community. They provide some services for young children and their families e.g. Families as First Teachers; child care; maternal and child health; etc. and connect families and children to other services in a community. CFCs foster:

- Shared understandings - Common principles in all program, policy and practice documents that are embedded in a common philosophy.
- Shared practices - Common evidence and outcomes-based practices across all services, with service providers and families reaching agreements about aims and outcomes characterised by a transdisciplinary teamwork model, universal core services to all families and children, and an inclusive and non-stigmatising approach to programming and planning.
- Leadership - Leaders that are well-trained and supported, effective in their roles, inspiring and supportive of all staff, and able to work across traditional divides.
- Co-design - Families and communities are partners in planning and governance. It is essential that any integrated centre is sensitive and responsive to diversity and to families' and communities' needs and priorities.

### Child and Family Integrated Service

The CFC Integrated Service is model of authentic community co-design, joined up service provision, sustainable local employment pathways and most of all better education, health and social outcomes for young children. The CFC Integrated Service Model operates on the following principles:

- Services are centred on the child and family and integrated
- Services and programs understand and privilege the local cultural context
- Services are committed to prevention and early intervention
- Services are committed to a long term, evidence informed approach

## Chronic Health Issues

The terms chronic disease, preventable chronic diseases, chronic conditions, long term disease/conditions are commonly used interchangeably. In this report the term 'chronic health issues' is used to refer to conditions that are influenced by the underlying social determinants of health that are largely preventable, and if addressed can minimise the onset of chronic conditions – please refer to the NTG [Chronic Conditions Prevention and Management Strategy 2010-2020](#)<sup>1</sup>.

## Collective Impact

CFCs have adopted a modern Collective Impact approach with the CFC being the 'Back bone & Container for Change' through which 'Continuous Communication & Community Engagement' supports the identification and articulation of a 'Common Agenda & Community Aspiration' and encourages 'Mutually reinforcing & High Leverage Activities' and 'Shared Measurement & Strategic Learning'<sup>2</sup> across all service providers.

- **Common Agenda & Community Aspiration**
  - A community led vision of a better future for children
- **Back Bone & Container for Change-**
  - A team or individuals that mobilise stakeholders, demonstrate leadership, cultivate trust and empathy, facilitate change and sustain the process.
- **Shared Measurement & Strategic Learning**
  - A learning and evaluation process that provides real time feedback and robust processes for sense making and decision making
- **Continuous Communication & Community Engagement -**
  - Authentic and inclusive involvement of a broad spectrum of stakeholders, particularly those most affected.
- **Mutually Reinforcing & High Leverage Activities**
  - Both mutual and independent activities that are adaptable, enable innovation and provide opportunities for change.

## Cultural Identity

Cultural identity refers to a feeling of belonging to a group. It is part of a person's self-conception and self-perception and is related to nationality, ethnicity, religion, social class, generation, locality or any kind of social group that has its own distinct culture. In this way, cultural identity is both characteristic of the individual but also of the group sharing the same cultural identity.

## FaFT

Families as First Teachers program.

## Formal Qualification

A qualification recognized under the Australian Qualification Framework for Education and Training.

## Learning and development activities

Formal and informal activities that support the learning and development of children

## Quality Formal Early Learning Programs

Quality Formal Early Learning Programs are planned and regular program delivered by qualified staff utilizing recognized curriculum and evidence based practices.

---

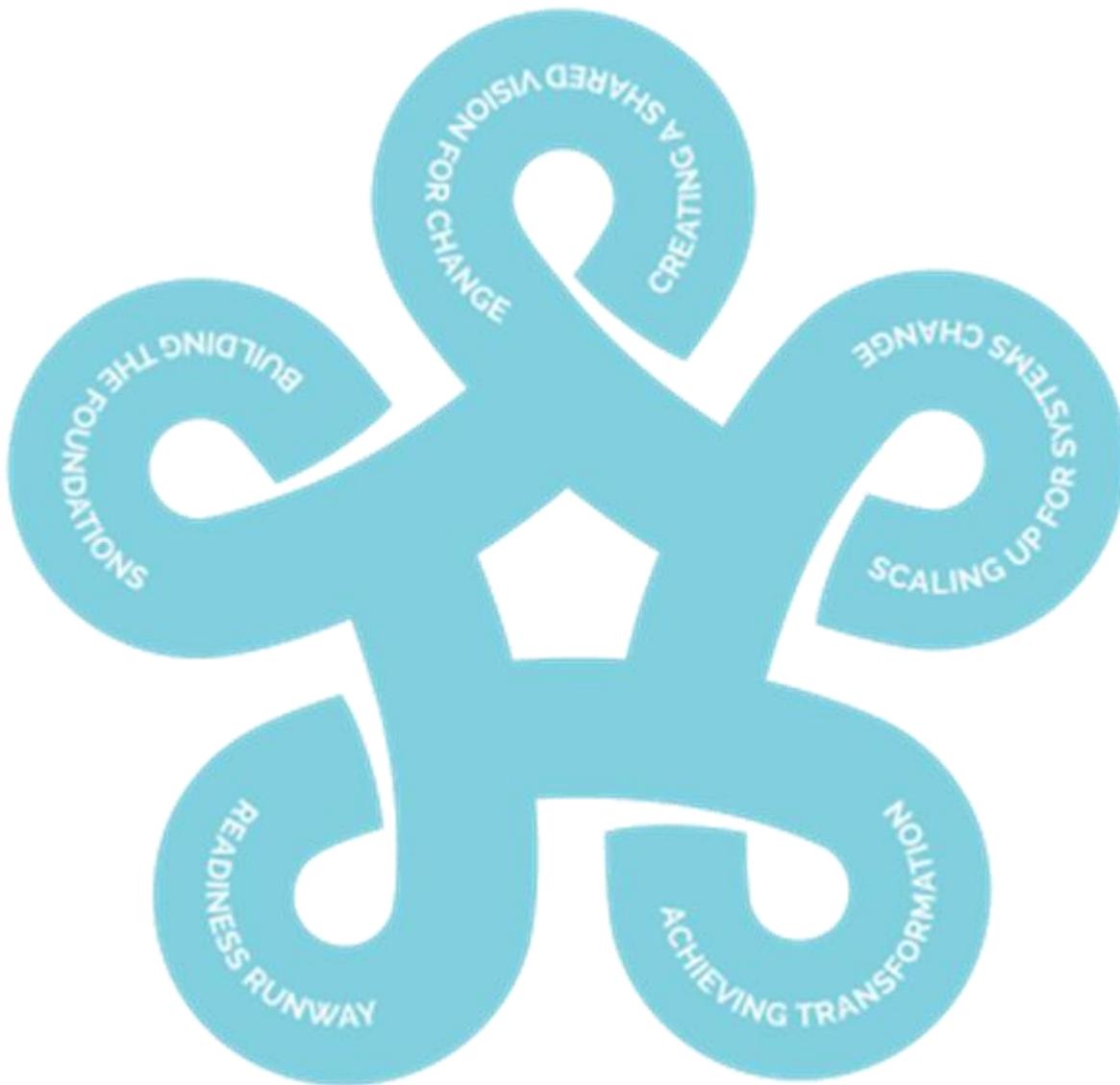
<sup>1</sup> <http://digitallibrary.health.nt.gov.au/prodjspui/handle/10137/535>

<sup>2</sup> Tamarack Institute [https://cdn2.hubspot.net/hubfs/316071/Events/Multi-Day%20Events/Community%20Change%20Institute%20-%20CCI/2016%20CCI%20Toronto/CCI\\_Publications/Collective\\_Impact\\_3.0\\_FINAL\\_PDF.pdf](https://cdn2.hubspot.net/hubfs/316071/Events/Multi-Day%20Events/Community%20Change%20Institute%20-%20CCI/2016%20CCI%20Toronto/CCI_Publications/Collective_Impact_3.0_FINAL_PDF.pdf)

## Collaborative Change Cycle

CFC Integrated Services are using the [Collaborative Change Cycle](#) developed by Collaboration for Impact<sup>3</sup> to monitor and inform progress toward service integration.

The Collaborative Change Cycle articulates five interlinked phases of work each providing guidance and resources - the readiness runway; building the foundations for change; creating a shared vision for change; scaling up for systems change; and achieving transformation.



Each phase incorporates four layers, each of which plays an important part in achieving and sustaining real progress. These are leadership, collaboration, community and measurement.

---

<sup>2</sup> Collaboration for Impact (CFI) is Australia's leading organisation for learning *how* to respond to complexity through effective collaboration. <http://www.collaborationforimpact.com>

## NT Child and Family Outcomes Framework

The Northern Territory Child and Family Outcomes Framework identifies six outcomes to measure and understand the progress, and impacts of integrated service delivery across the Northern Territory. An outcomes based approach enables integrated services to understand their impact on children, families and communities, and the real value families receive from services and programs provided, including developing a better understanding of the vulnerabilities and strengths for children and their families in community.

The NT Child and Family Outcomes Framework identifies objectives, strategies and actions under each outcome. It also describes the performance indicators which will enable communities and the system to determine whether the strategies and actions are improving outcomes for children and families in each of the key areas.

Each site has developed a *place based outcomes framework* that aligns with the overarching NT Child and Family Outcomes Framework. These Place Based Outcomes Frameworks acknowledge that every community is unique and may have different needs. They can also be used to address fragmentation and duplication of services, in order to foster more efficient use of resources and build better connections in improving access to services for families.

The Place Based Outcomes Framework will assist integrated services to fulfil the vision, objectives and strategies that underpin integrated service delivery and will use both formal and informal measuring tools to collate both qualitative and quantitative data.

The outcomes data will be used to measure the impact of change, determine which services are most needed, identify what services and programs are directly making an impact and ensure, where possible, resources and funding are not being duplicated.

The individual child and family centre reports below use the following symbols to demonstrate the progress against the outcomes in each community/ integrated service.



Positive change



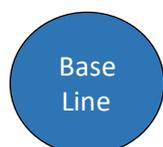
No significant change



Negative change



No data or only partial data available



First collection of data

# ARRMUNBU

## CHILD AND FAMILY INTEGRATED SERVICE

# GUNBALANYA

### Gunbalanya Community Vision

The community vision is for families and children to have quality early childhood programs and services that are culturally appropriate for Gunbalanya. Families should feel valued and included to ensure the best start for their children.

### Gunbalanya Community Population

Approximately 1230 people, with a more transient population in the dry season when the roads are open. During this time, families travel to Darwin, outstations and other communities. There are approximately 135 children in the 0-5 cohort with 5 women currently pregnant.

The main languages spoken are Kunwinjku and English and 90% of the population are of Aboriginal descent. The traditional owners of the land where the community is located are the Mandjurlngunj clan; there are 25 clan groups in total.

### Number of children

	0 - 1	1 - 2	2 - 3	3 - 4	4 - 5	Total
All	12	23	27	34	26	135
Male	3	12	18	17	14	70
Female	9	11	9	17	12	65
Indigenous	10	22	25	34	24	126
Non Indigenous	2	1	2	0	2	9

### Gunbalanya Collective Impact

#### Back Bone & Container for Change

For Gunbalanya their path has been a slow moving one for the community. The school is an Independent Public School, which has a school board, of elected community members and staff, which govern the decisions. The School Board has made more progress and is calling for a new way of working, moving towards understanding the system. They are further along on this journey than the rest of the community, who whilst recognise a possibility for change, due to various factors are unable to move forward on the journey. The school board members are made up of 90% community members who have young family members who attend the school in some form ranging from FaFT – Outstations, which makes this a community led board. The Gunbalanya School Board won the Building capacity and governance Award at the Chief Ministers Award night held in Darwin. The school board has three sub committees that sits under them which is: the outstation subcommittee, the Remote School Attendance Strategy and the Early Years (Wurdwurdkilehkilel) committee. The committee was established as part of

the Gunbalanya School Board and works with the Child and Family Centre. The role of the committee is for local decision making to identify barriers that prevents on improving outcomes for children 0-5 and their families. The committee can recommend to the board activities to bridge these barriers through the Community Child and Family Fund (CCFF) to ensure better outcomes. These activities will then be reviewed by the Department of Chief Minister (DCM) Regional Network representative.

Membership of the committee includes Local community members who are involved in early childhood and family programs. This includes 12 positions for the committee, 1x board member (permanent position), Child and Family Centre Aboriginal Coordinator (permanent position), Child and Family Centre manager (permanent and silent member), and nine members from other stakeholders: clinic, team health, the school, and the outstations. The committee chair person is the Child and Family Centre Aboriginal Coordinator. The chair and stakeholder members will be reviewed annually.

The committee is accountable to the Gunbalanya School Board and for the expenditure of the Community Child and Family Fund. The elected chair reports back to the board at each AGM. The report will consist of what the identified barriers are, the resources to be purchased with quotes, intended outcomes, and how the outcomes are measured. Activities funded through the Child and Family Community Fund will be informed by existing evidence of what works and contribute to the evidence base. The allocation of funds will include a process for assessing impact. The Child and Family Centre manager is to take minutes of each meeting and distribute to relevant parties. The Gunbalanya School Board will provide information to local DCM Regional Network representative.

The members meet twice a term in line with Gunbalanya School Board AGM to review progress and data. Where appropriate, non-members can be invited to provide guidance and recommendations.

The major blockage is community unrest. Examples of community unrest are domestic violence, break-ins, and alcohol abuse. The School and Child and Family Centre tread lightly bringing the community along on their journey while they are experiencing these barriers. The School tends to keep business as usual with any community unrest, this is in place to keep a routine that families and children are familiar with in a safe environment.

### **Common Agenda & Community Aspiration**

The School Board has created three committees for Homelands, Early Years and Remote School Attendance Strategy (RSAS) which other relevant community members are invited participants. The Board has two permanent invited guest from interstate to support their journey. On a regular basis the board invites relevant stakeholders to their meetings or attends other stakeholder meetings themselves. When these occur they share their journey of becoming a Board and the steps they are making for the future. By the Board sharing their journey; inviting community members where appropriate, they are able to help move forward on the collaborative cycle.

The common agenda the Early Years committee have with the Gunbalanya School Board is strengthening family and children as a whole for their children's future. There is also a Stronger Community for Children organisation that share the same aspiration as the Arrmunbu Child and Family Centre. There is still in place the MoU with the clinic, a children's nurse that works out of the centre in the allocated space in the Family as First Teachers section of the building.

### **Shared Measurement & Strategic Learning**

- The next step is to gather baseline data and figure out the best way for the community to measure their success against outcomes.
- Collecting more data around child development using the EYL, ASQ-TRAK
- More in depth survey questions at different times of the year

### **Continuous Communication & Community Engagement**

- Gunbalanya Facebook
- Consultation with families and stakeholders

### Mutually Reinforcing Activities & High Leverage Activities

Heads of Government meetings, which are held at the school, are regular with all stakeholders invited. This is run by the DCM Regional Representative. These meetings focus on everyone working together to find solutions to a current issue impacting the community. The current topic is housing and roads. During the year the community and families wanted more wrap around support for the wellbeing of children and families that utilise the services within the Child and Family Centre, with the CCF Fund there was a permanent shade cover put up in the playground of the Child and Family Centre that the children utilised all year round.

A 4WD Hi-ACE bus was leased for three years with the CCF Fund which has given the children and families more freedom to go out on country in the local areas and given mothers the opportunity to travel into the Darwin on the bus, which has given them a sense a belonging to the centre and lifted the wellbeing of all. Consultation with the community was conducted by surveys, formal and informal conversations, in and outside of the centre.

Adjumarllarl Aboriginal Corporation is a locally lead organisation that is focused on stronger families and community, unfortunately this is another area for development as there is limited sharing of activities even though we want the same outcome for children and families. This will be a where to next for next year building that relationship and information sharing with our common goals.

### Gunbalanya Collaborative Change Cycle Progress

	LEADERSHIP	COMMUNITY	COLLABORATION	MEASUREMENT
Large scale impact				
Building alignment				
Enabling the work				
Brokering agreement				
Building shared understanding				
Building the container				
Understanding the System				
Calling for a new way of working				
Recognising possibility for change				
Responding but not changing				



Previous years progress



Current years progress

## Gunbalanya Child and Family Integrated Service Outcomes Progress

### OUTCOME 1: All children are strong, healthy, confident and capable learners and reach their full potential

	20 - 40% of children 0-5 are diagnosed with chronic health issues
	Greater than 80% of children 0-5 have participated in all standard health screening
	% of children 0-5 have an up to date immunisation record.
	20 - 40% of children are developmentally on track in the Ages and Stages Questionnaire (TRAK) domains: of Communication, Gross Motor, Fine motor, Problem solving and Personal-social.

### Outcome 1: Community Narrative

During this reporting period the Wellness Clinic with the Children's Nurse within the CFC were able to achieve 82% of the 0-5 cohort to be up to date on immunisations and wellness checks. This was done through a weekly children's clinic in the centre, participation in school/CFC events and home visits. Other services that worked out of the Child and Family Centre for our cohort of 0-5 were

- School counsellor
- Physiologist
- Speech therapist
- Occupational therapist
- One disease
- Rheumatic Heart Disease
- Children's nurse
- First Aid awareness
- Healthy Harold
- Relationship Australia
- Inclusion support

At the beginning of the year there was a strong number of children and families accessing the Child and Family Centre, this is because of the Boards decision of changing the school calendar to suit the community and needs. The School has a unique calendar where, it runs an 11 week term during the first semester with a 6 week break in the middle of the year. This was decided because at the beginning of the year Gunbalanya is land locked during the wet season, so families are in community and cant travel much, whereas during the second semester, during the dry season roads are open, families travel and cultural ceremonies happen. Term 3 and 4 are a 9 week term to factor in the community's needs, at the end of the year the school has a 3 week Christmas break compared to other schools having a 6 week break.

There was a drop off of engagement with the Wellness Clinic in Term 4 2019, as there was no designated children's nurse in Gunbalanya. Also the clinic was low on staff. An Aboriginal Health Worker was being trained to keep the program running but was kept back in the clinic to cover for staff. This is the reason why the children's Clinic at the CFC did not operate every week for the consecutive year in a row during Term 4.

Attendance within the CFC has decreased compared to last year due to a number of factors. During the dry season family's move around due to the open roads, which happens every year. The difference is that many families have purchased cars with their tax refunds and royalty payments, which has given them more mobility. During this time there has also been community unrest due to large amounts of alcohol being brought into the community. Families are kept up through the night and many mornings there are still intoxicated community members walking around. The community as a whole is disconnected with continues community unrest and sorrow.

ASQ assessments were done by the FaFT Family Educator when able due to many factors due the lack of attendance of staff. At the beginning of the year FaFT was running well with lots of attendance from previous attendees and new enrolments. The Family Educator step up into the Child and Family Centre Managers role and no Family Liaison Officer during Term 4. The school made the decision to not employ a Family Educator because they wanted to provide an opportunity for the Aboriginal staff to step up and show leadership and have ownership in FaFT, to keep a regular routine that families are familiar and a safe environment to attend. Two indigenous staff members that were working within the CFC became 0.5 Family Liaison Officers. There was a steady increase in attendance and new enrolments of babies aged 3 - 6 months, at the beginning of the year the participation was 35 and dropped to 22 in Term 4. The 3 year old cohort had the highest percentage and most engaged cohort, averaging 37% participation throughout the year.

The FaFT model has been developed to reflect the needs of the wider community, families are being empowered with skills learned during capacity building sessions. These sessions range from health, how to teach/play learning games, process of conversational reading with their babies in FaFT daily. Families that have been coming to FaFT for a number years have built their confidence with the routines and sessions are able to encourage other new mothers accessing FaFT.

Preschool attendance was a steady 65% attendance throughout the year depending on community context. The preschool cohort in 2019 showed a very strong intellectual and academic knowledge because of the previous participating in FaFT and Long Day Care. The children moving up into Transition leaving the CFC are school ready and are confident learners.

The CFC had a small Graduation at the end of 2019. The community was in mourning with the passing of several community members that made community life stand still. Families came to the graduation with a sense of pride for their children's attendance and participation throughout the year, it also left families having a little celebration considering what the community was going through.

There is a data gap for the % of children 0-5 have participated in all standard health screening because the clinic staff was going through a shuffle of staff and there was a big turnover of staff. This meant that there was no communication and information sharing during the last four months of the year.

## Australian Early Childhood Census 2018 Profile

### 2 in 3 children vulnerable in 2 or more domains



#### Proportion of children who were developmentally vulnerable by domain

Domain	2018	Domain icon	Description
<b>Physical health and wellbeing</b>	9.5%		Children's physical readiness for the school day, physical independence and gross and fine motor skills.
<b>Social competence</b>	4.8%		Children's overall social competence, responsibility and respect, approach to learning and readiness to explore new things.
<b>Emotional maturity</b>	28.6%		Children's pro-social and helping behaviours and absence of anxious and fearful behaviour, aggressive behaviour and hyperactivity and inattention.
<b>Language and cognitive skills (school-based)</b>	57.1%		Children's basic literacy, interest in literacy, numeracy and memory, advanced literacy and basic numeracy.
<b>Communication skills and general knowledge</b>	76.2%		Children's communication skills and general knowledge based on broad developmental competencies and skills measured in the school context.

#### Community trend of vulnerability on two or more domains overtime

	2009	2012	2015	2018
	11.8%	20%	53.8%	61.9%

## OUTCOME 2: All children have a strong cultural identity



Greater than 80% of families indicate that their 0-5 children have a strong cultural identity.

### Outcome 2: Community Narrative

Arrmunbu CFC celebrates the unique culture of Gunbalanya which is shared in a variety of ways. Eighty two percent of our staff are locally employed and are of Aboriginal descent, with a majority from the local community. Every service has a local staff member to ensure the children are understood and everything that is occurring is in a culturally appropriate way for Gunbalanya.

Arrmunbu CFC has a subcommittee called the Wurdwurdkilehkilel that comes under the school board which governs the school. They meet approximately four times a year. The committee provided feedback and ideas about how our centre could celebrate their culture and ways to implement and improve the children's and family learning in the centre.

From surveys and conversations with families, being on country is an important part of any children's learning. The subcommittee made decisions for the CFC with the families and children in mind. The first decision was the purchase of a CFC Hi-ACE bus from the CCF Funding. Which brings an exciting new start next year with the prospect of more bush excursions with the FaFT families, Preschool and Long Day Care children. The second decision was to purchase two laptops to sit in the foyer of the building for families to access to use: internet banking, online shopping and accessing my gov/Centrelink. These decisions made families feel these activities are important because it gives the children and families a sense of belonging and ownership within the CFC.

Services and the CFC as a whole are Reggio Emilia inspired, specifically focusing on that all families and children come to us with a history. Also to capture both the family and child's voice. These are to be used to better inform our practice.

With every new visitor, the Aboriginal Coordinator gives a tour of the CFC, explaining the services offered and how we work with other stakeholders. Another aspect of the tour is the story of how the CFC inherited the name Arrmunbu, which is a dreamtime story about the billabong directly in front.

In Term 3, the Child and Family Centre hosted a culture day that coincided with the school which had a week-long event. During this time mothers of new born children, brought their babies for a baby warming and baby smoking ceremony, which is an annual event that was decided from the ladies that attended Family as First Teachers during 2018. This ceremony was conducted in the cultural space within the CFC by the ANFPP liaison office. Clients from the FaFT and Australian Nurse-Family Partnership Program (ANFPP) programs participated in the event which was a spiritual connecting with the babies and country for all.

Every main service in the CFC has developed a family tree with all the children in that area. On the trees there is a photo of each child, along with information like: skin name, clan name, totem group, moeity and dreaming. Mothers from the FaFT section, regularly look at the FaFT family tree and make connections with their children's and other family members.



## OUTCOME 3: All families are strong and empowered as partners in their children's learning and development

	40 - 60% of families implement learning and development activities (inclusive of all non-formal environments)
	40 - 60% of families would seek assistance if they thought needed it.
	less than 20% of families indicate that they understand their children's learning and development needs
	Relevant staff indicate that less than 20% of parents understand their children's learning and development needs
	20 - 40% of families report an increased capacity to understand and manage the needs of their family

### Outcome 3: Community Narrative

During this reporting period the Aboriginal Coordinator conducted surveys with families accessing the CFC and who are not. Survey participants were chosen in the three main services this included 5% of children and their parents/care givers, who attended regularly and 5% that attended irregularly from FaFT, Preschool and Day Care. The plan next year will try to extend the survey to families that do not attend.

Common themes and support suggestions by families and children are, mental health around wellbeing, state of mind, the environment that's is their homes and communities, money management with bills, superannuation, Centrelink or other money issues.

The CFC has a friendly and welcoming environment for families to access. Families that engage and access the services within the CFC, feel comfortable, safe and seek assistance from any staff member of the CFC with this knowledge and assistance, families take it back into their homes and community. The plan for 2020 is to make connections and relationships from displays of family trees who work in the building so there is a sense of family, even though we come from different backgrounds. Services that are mainly accessed are hearing health, children's dentist, counselling, nutritionist, prenatal and the children's nurse.

Parents have access to:

- counselling
- drug and alcohol advice and rehabilitation
- legal advice
- Medical
- allied health (speech, physiotherapy, occupational therapy)
- oral health

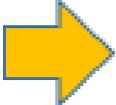
- hearing health
- social security/ Centrelink
- nutrition
- First Aid
- water safety
- National Disability Insurance Scheme (NDIS) and other early intervention support
- postnatal depression support
- maternal health
- child health nurse
- pre and peri-natal
- housing, respite
- Domestic Violence services
- Childcare
- preschool and school enrolment
- engagement
- attendance and transition support
- drivers licences
- Territory Families support.

The knowledge gained in the FaFT program is shown by the family's confidence, valuing education and willingness to learn. They teach their children in FaFT who are enrolled, also to their older children and family members. This is because the context is modified to the community and needs so they can relate and understand. FaFT staff have asked families in an informal conversations throughout the day, if they take some of the information and skills back home with them. One mother very proudly stated that her 18 month old loves reading the 'Brown Bear' at home and that she has to read to her five times a day.

The mother understood that reading is not about letters and words, reading is also talking about the pictures and colours in a book, turning the pages and the most important thing is to enjoy reading. This information was learnt during regular attendance to FaFT, during the conversational Reading sessions. These sessions built the capacity of families, knowledge and coaching of FaFT staff. Reading was a big push during 2019 with the help and support of the Literacy Foundation donating multiple copies of numerous book, in both English and other Indigenous languages around Australia.

Next year there will be more surveys conducted with parents and families around understanding their children's learning and development needs in FaFT and parent outings.

## OUTCOME 4: All families have a voice and are active partners in the integrated services

	40 - 60% of families not currently engaged are represented in engagement activities
	40 - 60% of families have active participants in programs
	40 - 60% of families believe that they contribute to decision making

### Outcome 4: Community Narrative

In Gunbalanya Community about 55% of families engage with the CFC, which is the same as last year. By attending one of the services, participating in engagement activities or participating in surveys.

Arrumunbu CFC hosted numerous engagement activities inside and outside of hours for the community to engage in. When holding these events, relevant community stakeholders were invited to participate to engage with families.

Examples of activities held are Culture Week organised by the Aboriginal Coordinator and FaFT FLO, which included a baby warming and smoking performed by Australian Nurse Family Partnership Worker.

Graduation held in December celebrated the children's transition through their learning journey from FAFT/Crèche to Preschool then to Transition. This celebration was attended by numerous families and stakeholders. This year the local church was invited to have an opening prayer and a few church songs sung in language. Community was feeling grief from the passing of community members. Despite the sadness it was a successful event participated by many.

The board had a key focus of targeting Rheumatic Heart Disease, having preventative measures installed the families and homes in community. A key aspect was stopping scabies and dirty clothes, the board had an idea of a mobile laundry mat. Orange Sky was an option but did not seem feasible to have a three year contract and not having ownership of any equipment or vehicles; so this did not occur.

At the Arrumunbu CFC our staff member's work closely with all children in community to be engaged in some type of early childhood program, service or event: Mobile playgroup, FaFT, Child care, Preschool, home visits by our FaFT team.

Feedback is regularly sought from families and community about the CFC from daily conversations with families in both formal and informal.

From the survey conducted by the Aboriginal Coordinator families and children who attended some form of educational experience through the CFC services have an understanding that education/school is a safe place to learn.

## **OUTCOME 5: Community voice informs service provision in the integrated service (broader community e.g. Aboriginal organisations, employees with lived experience in that community, respected community members, local government)**

	40 - 60% of the community think their community is child friendly
	Local groups, organisations and/or programs are governed by local community members and have good decision making input

### **Outcome 5: Case Story/Community Narrative**

In Gunbalanya there are various stakeholders who are governed by local community members that try to be inclusive of all. These include the school, Red Lily Health Board, Adjurmarllarl Aboriginal Organisation including The Stronger Communities for Children, Demed Aboriginal Organisation, Gunbalanya Sport and Social Club, Meatworks, Njamana Rangers, West Arnhem Regional Council and Injalak Art Centre. All of these organisations meet multiple times throughout the year within themselves then through interagency meetings. The main issues that are talked about are road maintenance and overcrowding of houses.

Families believe their community is child friendly but there is always concerns for all children and youth when it comes to school stand down and holidays. West Arnhem Shire Youth Sport and Recreation, along with the Ranger, develop programs for children eight years and older. There is a holiday program that ran during every holidays. The major issue is the disengaged youth from 15-18 years of age and activities for Early Years. The Stronger Communities for Children committee tried to combat this over the Christmas and New Year break with appropriate activities. With the passing of local community members that happened at the end of year, community has been quiet with no break-ins at the end of the year during the Christmas New/ Year's holidays.

Team Health also contribute by taking school aged children that are on their clients list, family outing and parents individually on wellbeing excursions throughout the community.

Clontarf, who works with the young men and Deadly Daluks, who work with the young women, have weekend and afterschool activities for the Middle and Secondary students. The school also tried to make a disengaged class focusing on secondary students in these to gender groups, this made some impact on certain students.

The reoccurring message is activities for the older teens and Early Years, when school programs are not operating. This came from community members, elders and Traditional Owners.

## OUTCOME 6: A strong Aboriginal workforce enables sustainable local communities

	40 - 60% of employees across all service providers are Aboriginal.
	Percentage of Aboriginal employees have formal qualifications
	20 - 40% of Aboriginal employees are actively working towards a relevant formal qualification

### Outcome 6: Community Narrative

Within the community there are multiple services that have a strong Aboriginal workforce. These include the school, health clinic, Injalak Art Centre, Demed, Njanjma Rangers, Stronger Communities for Children and Adjumarllal. Unfortunately, we were unable to accurately assess if the employees have formal qualifications or are working towards a qualification. A strategy next year is to work closely with the other service providers and use surveys to collect this data.

We are only able to comment with in the CFC, where there is a workforce of 80% Aboriginal decent with 40% actively working towards a formal qualification, this is a 10% increase from last year and approximately 40% holding a relevant formal qualification in Early Childhood or Community Services.

The CFC has made some improvements during the last term to increase opportunities to study in working hours. Once a week staff members are have the opportunity to stay back after work. During this time the staff members break off into two groups for 30 minutes, one group is working in the Day Care cleaning a certain area/toys and the other is working with a tutor that is based in community to help with their studies at CDU. After 30 minutes they alternate groups, so each group has an opportunity to participate in cleaning and study time.

Staff attendance is inconsistent and is dependent on the community context and sensitivity around cultural obligations throughout the year. The season and weather also play a big part, for example during the dry season there are more cultural ceremony's and funerals in community and other surrounding communities that the staff members cultural obligations.

There has been a lot of opportunity for locals and staff to participate in non-formal qualifications such as, bronze medallion, CPR, senior first, Trauma training, 3a training and driver licences from the Gunbalanya School. The local job network do a lot of qualified training and on the job experience with the men that participate.

The school is inclusive for the CFC provide training during learning together, that the FaFT and Preschool team attended once a week for formal and informal training with all staff. Staff members have had opportunities to attended workshops and forums in Darwin.

Four young ladies from the Secondary School come to the CFC to do VET courses and get paid 2 days a week. They are studying and enrolled in formal studies in Early Childhood, this has the potential for school leavers to attain work within the CFC with some qualifications. Next year the Child and Family Centre hope to have more students coming down to continue in 2020.