

CHILD AND FAMILY INTEGRATED SERVICES BIANNUAL REPORT

July 2018 to December 2018



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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 is 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:

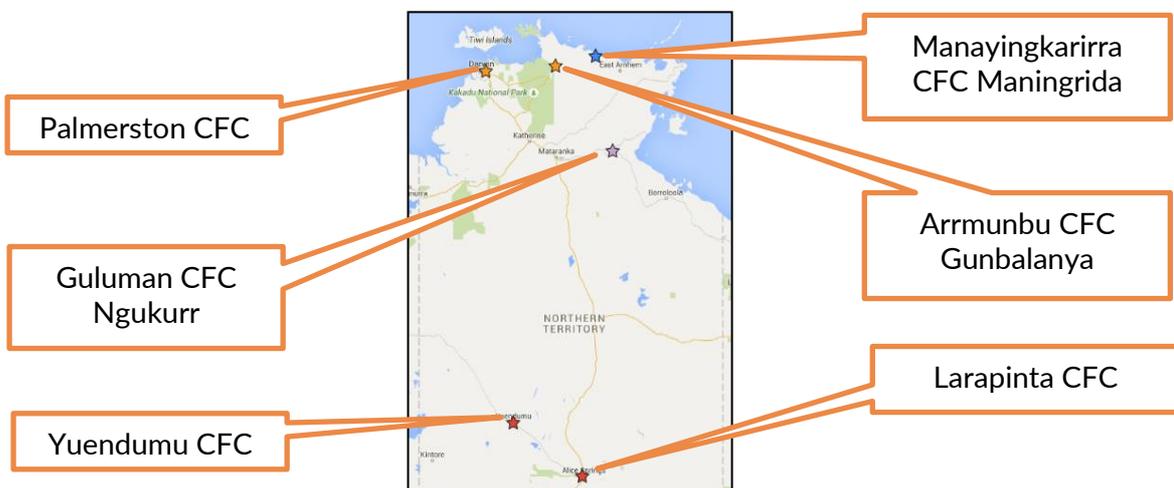
Families and communities support their children, pre-birth to five years of age, to have the best possible start in life and grow to be strong, healthy, safe, confident and capable learners.

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](#)¹.

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

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'² 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 recognised 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 utilising recognized curriculum and evidence based practices.

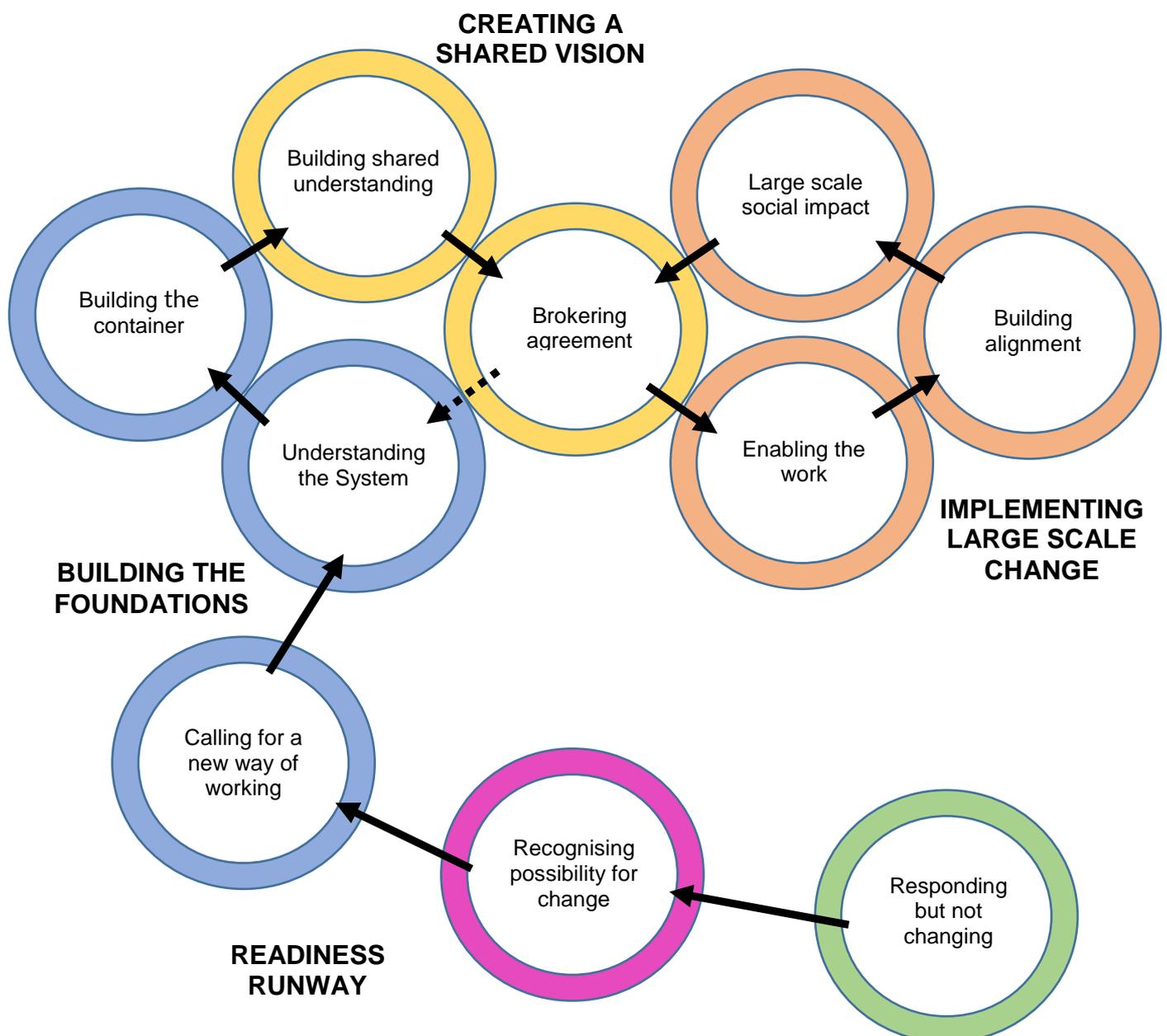
² Tamarack Institute https://cdn2.hubspot.net/hubfs/316071/Events/Multi-Day%20Events/Community%20Change%20Institute%20-%20CCI/2016%20CCI%20Toronto/CCI_Publications/Collective_Impact_3.0_FINAL_PDF.pdf

Collaborative Change Cycle

CFC Integrated Services are using the [Collaborative Change Cycle](#) developed by Collaboration for Impact³ to monitor and inform progress toward service integration.

The Collaborative Change Cycle articulates the phases and stages of an effective collaborative change process. The Cycle is both a descriptive guide and a planning tool that identifies the clear milestones for working collaboratively with complexity. Importantly, the Cycle integrates the core disciplines and skills required to make progress at each phase and stage, being:

- Leadership practice
- Collaborative design
- Community engagement
- Data and measurement



² 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



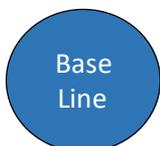
No significant change



Negative change



No data or only partial data available



First collection of data

YURRAMPI

CHILD AND FAMILY INTEGRATED SERVICE

YUENDUMU

Yuendumu Community 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.

This vision is supported by the Marlpa Jungu Jintangka (Early Childhood Reference Group). They are the Kurdungurlu who are the “guardians” of the Jurkurrpa, which means that they have the responsibility for looking out for all young Warlpiri children in Yuendumu. This is a traditional role that the female elders have, and it has been a recognised group within the community to be able to go and get advice and leadership for individuals and organisations with any ideas or issues regarding young children within Yuendumu.

They are the group of people who directly influence the Yurrampi CFC, and hold us accountable to ensure that the children who are attending programs are constantly in the presence of strong bilingual programs that actively support the learning and valuing of Warlpiri culture, including the Warlpiri theme cycle, and supporting Warlpiri PD for all staff, by providing funding for all Yapa (non-Indigenous) staff working with young children to attend workshops held each term called Jinta Jarrimi and Warlpiri triangle.

The child and family centre has a number of organisations and programs running from the centre including:

- Department of Education: centre management, FaFT, Strong Young Mum’s
- Department of Health: childhood nurse, midwife, visiting programs (i.e. Trachoma)
- Territory Families: remote services team
- Central Desert Regional Council: Childcare, playgroup
- Warlpiri Youth Development Aboriginal Corporation (WYDAC): Warra-Warra Kanyi (WWK) (counselling), Intensive Family Support (IFS), Parent and Community Engagement (PaCE)

Yuendumu Community Population 759 (2016 Australian Census)

Yuendumu’s population is variable throughout the year. It fluctuates constantly with people travelling to other Warlpiri communities (including Lajamanu, Nyirripi, Willowra, etc), their outstations and Alice Springs. The normal spread of population is considered to be between 600 to 1200 people, with even higher spikes relating to some cultural activities, royalty meetings, sports weekends and concerts which can swell the population for up to a month.

Number of children⁴

	0 -1	1 - 2	2 - 3	3 - 4	4 - 5	Total
All	30	21	27	21	18	117
Male	20	12	15	7	11	65
Female	10	9	12	14	7	52
Indigenous	28	20	26	18	16	108
Non Indigenous	2	1	1	3	2	9

Yuendumu Collective Impact

Warlpiri people have been working as a collective for thousands of years, and most of the thoughts around working the “right way” with community follows many of the principals of collective impact. Therefore many Yuendumu organisations have been working as a collective impact group for many years without having a designated framework to follow.

Back Bone & Container for Change

In Yuendumu the School and WYDAC have been the organisations that the community look to to make change happen and to advocate to other organisations on their behalf for their children. Both organisations have strong community voice through their council/board/reference groups as well as a large community workforce and their commitment to Warlpiri language and culture through their provision of service.

The backbones within those organisations do often change as people move in and out of community and/or their roles within their organisations change. The relationships that the people within the organisations have with the community often reflect how well these organisations work together and with other organisations.

Common Agenda & Community Aspiration

“Pirrjirdi wangkanjaku kurdu-kurdu wita-wita-ku” (A strong voice for little kids) is the aspiration for the Marlpa Jungu Jintangka and has been for over ten years. It guides them as they are culturally the correct decision makers for the children.

Shared Measurement & Strategic Learning

The council/board/reference groups as well as the workforce within the organisations give quite definitive feedback on the progress and results of implemented programs, to the workers in their organisations as well as to other community members. This feedback is then used to create discussion around the programs and to direct decisions going forward.

Continuous Communication & Community Engagement

Each organisation generally has a board or council that they report directly to and which meets their relevant governance standards. On top of this there are recognised Traditional Owners (TO's) and Elders who are consulted in more Warlpiri appropriate cultural way, this includes Marlpa Jungu Jintangka. There are a number of current local meetings that enable communication between all organisations that impact children 0-5 years, and these are normally used to share updates between each other.

Mutually Reinforcing Activities & High Leverage Activities

The service providers in Yuendumu have not yet achieved this level of collaboration.

⁴ These figures children from community based data in Yuendumu during the last half of 2018, not ABS data.

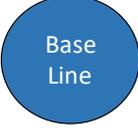
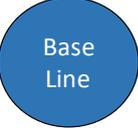
Yuendumu Collaborative Change Cycle Progress

	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	↑	↑	↑	↑



YURRAMPI INTEGRATED SERVICE OUTCOMES PROGRESS

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

	% of children 0-5 that are diagnosed with chronic health issues ⁵
	% of children 0-5 that have participated in all standard health screening and have an up to date immunisation record
	Greater than 80% of children on track against the social competence and emotional maturity domains of the AEDC
	Less than 20% 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 ⁶
	Less than 20% of children 3 - 5 participate in quality formal early learning programs at least 80% of the time

Outcome 1: Community Narrative

The 2018 data shows an approximately 20% increase in children being on track with social competence and emotional maturity domains from the 2016 data collection.

Participation in early learning programs has been significantly improving in the FaFT domain, from term 2 where there was 12 attendees, averaging 0.55 children per day, to term 4 where there were 39 attendees, averaging 4.71 children per day.

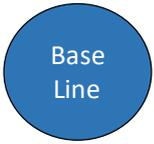
Central Desert Regional Council Childcare have reported:

- 37 enrolments.
- Attendance: 100% of enrolments have actively participated in the program during this 6 month period – Majority of bookings utilising casual sporadic care rather than ongoing bookings.
- Utilisation of the service varied during this period between 16% and 38% capacity
- Major issues:
 - lack of staff attendances due to cultural challenges
 - lack of funding for staff training
 - sporadic attendance of children and families
 - difficulties with competing programs offering the similar services at no cost.

⁵ Due to privacy concerns, the clinic was unable to provide details for the first two parts of this outcome.

⁶ ASQ-TRAK data was only collected in the last half of term 4 as the service providers had not been trained up to that point. The children tested were all regular FaFT attendees and this may skew the results

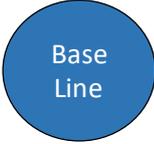
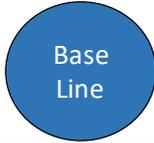
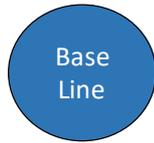
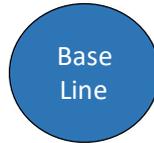
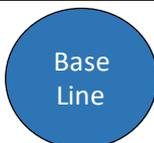
OUTCOME 2: All children have a strong cultural identity (measured by community survey)

	Greater than 80% of families indicate that their 0-5 children have a strong cultural identity.
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Outcome 2: Community Narrative

All of the participants in the survey⁷ indicated a variety of ways that they ensure that their children grow up with a strong cultural identity. Growing children up strong on country included many participants saying that speaking Warlpiri, and travelling with their grandparents to their Jukurrpa was very important, as well as “hunting” (which includes everything from Kangaroo, honey ants, and bush fruit and vegetables). A couple of participants also said that this is often hard to do as you need a vehicle to get out to most of the sites and a number of families do not have a reliable vehicle to do so.

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

	Greater than 80% of families implement learning and development activities (inclusive of all non-formal environments).
	Greater than 80% of families would seek assistance if they thought needed it.
	60 - 80% of families indicate that they understand their children's learning and development needs ⁸
	Relevant staff indicate that 40 - 60% of parents understand their children's learning and development needs
	40 - 60% of families report an increased capacity to understand and manage the needs of their family

⁷ A survey was undertaken in January 2019 by staff at Yurrampi CFC to understand how Yuendumu families felt about the service providers in their community as well as getting an understanding of how the families felt about their roles in bringing up their children.

- 12.8% of children 0-5 were covered by the survey (however the families were all families that attend programs in the Yurrampi CFC so this may not reflect the entire community)
- The majority of respondents were aged 20-34, the youngest 17 years old and the oldest over 60 years old
- All camps within community were evenly surveyed
- 30% of survey participants went beyond year 10 at school

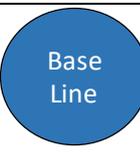
⁸ Due to the surveys being mostly collected within the CFC, this would skew the results towards carers who understand children's learning and development needs, compared with those that are not engaging with our services.

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

From the survey the clinic rated the highest in terms of people feeling “safe” to ask for help if they needed it, with only one respondent saying that they did not feel like that they could ask for help. The School and FaFT rated the next highest, again with only one respondent that did not feel that they could ask for help. WYDAC’s programs had a varied response, but only two that felt they could not ask for help. Territory Families had the highest response rates of not being able to ask for help with four not being able to ask for help and no one saying that they could ask for help all the time (the safe house which falls under TF also had 3 respondents saying that they could not ask for help).

Most of the participants feel that money management (having enough money all the time for food and power) was an area that they were unable to manage. This is for a number of reasons, possibly the biggest being cultural where it is expected that you share your food and resources. A couple of our survey participants comments “I think we should set a organisation that do money manage with people in the communities”. “It’s hard living in community because of the prices of food – fuel”.

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

	% of families not currently engaged that are represented in engagement activities
	% of families that have active participants in programs
	60 - 80% of families believe that they contribute to decision making

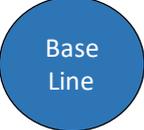
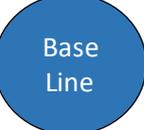
Outcome 4: Community Narrative

Yuendumu community does not reflect the mainstream idea of a family, at a community meeting that was called for by the elders late in 2018 one of the elders Eddie Robertson was talking about this and made the statement that all of the people in Yuendumu have skin names and that therefore they are all one family, that everyone should be looking out for one another and care for all the children. All skin names have a relationship attached to them, which connects them to one another.

Traditionally mothers (include mothers sisters) and fathers (include fathers brothers) are for loving and the care of the child, the aunts (mothers brothers wives and fathers sisters) and uncles (fathers sisters husbands and mothers brothers) are for the discipline and grandparents are for teaching (If I am a Napururla, then my Jaja (Mothers, mother) is a Nangala, and all Nangala’s are my Jaja if they are older than me; or my daughters daughter if younger than me).

Records being kept by organisations in Yuendumu do not take note of participation by families, some keep records of names, but can also be just a number of participants at a program, and therefore there is a data gap in being able to work out percentage of families who are engaged or active in programs.

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)

 Base Line	40 - 60% of the community think their community is child friendly
 Base Line	60 – 80% Local groups, organisations and/or programs are governed by local community members and have significant decision making input

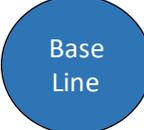
Outcome 5: Community Narrative

From the survey^{Error! Bookmark not defined.} the most mentioned activity outside of early childhood programs is the pool, all participants use the facility and feel it is an important part of the community especially for the children.

One of our parents surveyed said “I come to the CFC to bring my daughter and make her busy to make friends. I feel safe here and getting to know lots of mums and make friends because I come from (another community)”.

Most respondents feel like they are fairly represented on the boards/councils/reference groups, but do not think that these groups are the main decision makers for the organisations.

OUTCOME 6: A strong Aboriginal workforce enables sustainable local communities

 Base Line	40 - 60% of employees across all service providers are Aboriginal.
 Data Gap	% of Aboriginal employees have formal qualifications
 Data Gap	% of Aboriginal employees are actively working towards a relevant formal qualification

Outcome 6: Community Narrative

Most organisations do not keep statistics for employees with existing qualifications; they do have them in their HR records.

All organisations that work with young children have external study opportunities, as well as many internal and local learning options, most of these are not accredited but are culturally appropriate. Most organisations also provide learning spaces for Warlpiri language and culture for both indigenous and non-indigenous staff.

One of our survey participants said “It’s good to be involved and working at places where there are services involved in working with children. You know your own kids in your own family, you know where they stand. I like working with kids at home and work places even out bush, they are so sweet.”