CHILD AND FAMILY INTEGRATED SERVICES BIANNUAL REPORT

July 2018 to December 2018
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background</td>
<td>3</td>
</tr>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Vision, Mission and Principles</td>
<td>3</td>
</tr>
<tr>
<td>Locations</td>
<td>3</td>
</tr>
<tr>
<td>Definitions and Collective Impact</td>
<td>4</td>
</tr>
<tr>
<td>Collaborative Change Cycle</td>
<td>5</td>
</tr>
<tr>
<td>Outcomes Framework Key Definitions</td>
<td>6</td>
</tr>
<tr>
<td>Gunbalanya Child and Family Centre</td>
<td>7</td>
</tr>
</tbody>
</table>
**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

![Map of CFC locations](image-url)
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].

Collective Impact
CFCs have adopted a modern Collective Impact approach with the CFC being the 'Backbone & 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

- **Backbone & 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.

Collaborative Change Cycle

CFC Integrated Services are using the Collaborative Change Cycle developed by Collaboration for Impact 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](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**
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. It wants all families to feel valued and included in ensuring the best start for their children.

Gunbalanya Community Population

Approximately 1200, with a decrease in the dry season when the roads are open. During this time, families travel to Darwin, outstations and other communities. There are approximately 122 children in the 0-5 cohort with 18 women currently pregnant. The main languages spoken are Kunwinjku and English and 90% of the population are of Aboriginal decent. 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

<table>
<thead>
<tr>
<th></th>
<th>0 - 1</th>
<th>1 - 2</th>
<th>2 - 3</th>
<th>3 - 4</th>
<th>4 - 5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>12</td>
<td>23</td>
<td>27</td>
<td>34</td>
<td>26</td>
<td>122</td>
</tr>
<tr>
<td>Male</td>
<td>3</td>
<td>12</td>
<td>18</td>
<td>17</td>
<td>14</td>
<td>64</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>11</td>
<td>9</td>
<td>17</td>
<td>12</td>
<td>58</td>
</tr>
<tr>
<td>Indigenous</td>
<td>10</td>
<td>22</td>
<td>25</td>
<td>34</td>
<td>24</td>
<td>116</td>
</tr>
<tr>
<td>Non Indigenous</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>7</td>
</tr>
</tbody>
</table>

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, with elected community members and staff, which makes 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 farther along on this journey than the rest of the community, who recognise a possibility for change, but due to various factors are unable to move forward on the journey. A major blockage to moving forward is community unrest. Examples of community unrest are domestic violence, break-ins, and alcohol abuse. The School and CFC tread lightly when bringing the community along on their journey while they are experiencing these barriers.
Common Agenda & Community Aspiration
The School Board (Board) has created two committees, one for Homelands and the other Early Years, which other relevant community members are invited participants. The Board has two permanent invited guests from interstate to support their journey. The Board believes by sharing their journey; inviting community members where appropriate, they are able to help move forward on the collaborative change cycle.

Shared Measurement & Strategic Learning
The next step is to gather baseline data to use as a starting place for the Board in terms of supporting the Early Years and families. They will then use the data to figure out the best way to measure their success against the Outcomes Framework.

Continuous Communication & Community Engagement
The Board and Early Years’ Committee meet twice a term to review progress and map out the next steps for continued improvement. On a regular basis the Board invites relevant stakeholders to the 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.

Mutually Reinforcing Activities & High Leverage Activities
Heads of Government meetings, which are held at the school, are happening with all stakeholders invited. This is run by the Department of Chief Minister’s Regional Representative. These meetings focus on everyone working together to find solutions to a current issue impacting the community. The current topic is housing.

**Gunbalanya Collaborative Change Cycle Progress**

<table>
<thead>
<tr>
<th>LEADERSHIP</th>
<th>COMMUNITY</th>
<th>COLLABORATION</th>
<th>MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large scale impact</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building alignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enabling the work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brokering agreement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building shared understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building the container</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding the System</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calling for a new way of working</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognising possibility for change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding but not changing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GUNBALANYA INTEGRATED SERVICE OUTCOMES PROGRESS

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

<table>
<thead>
<tr>
<th>Base Line</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater than 80% of children 0-5 have participated in all standard health screening and have an up to date immunisation record.</td>
<td></td>
</tr>
<tr>
<td>20% - 40% of children 3 - 5 participate in quality formal early learning programs at least 80% of the time</td>
<td></td>
</tr>
<tr>
<td>Between 60 and 80% of children on track against the social competence domain of the AEDC Between 40 and 60% on track against emotional maturity domain of the AEDC</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>20 - 40% of children 0-5 are diagnosed with chronic health issues</td>
<td></td>
</tr>
</tbody>
</table>

Outcome 1: Community Narrative

During this reporting period the Wellness Clinic with the Children’s Nurse within the CFC were able to achieve over 80% of the 0-5 cohort to be up to date on immunisations and wellness checks. This was done through a weekly clinic in the centre, participation in school/CFC events, and home visits. This did drop off in Term 4 2018, 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 going but was not confident to do the job on her own. Therefore, the Wellness Clinic at the CFC did not operate every week as it has in the past.

Attendance within the CFC has decreased since this time last year due to a number of factors. It is the dry season and families are moving 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 centre was also closed for three days due to a gastro outbreak. This affected staff attendance as well, so ASQ assessments that were done by the Family as First Teachers Family Educator when able.

Of 135 children within community, 32 were diagnosed with a hearing issue. During the reporting period there was no Aboriginal Hearing worker based at CFC, since the person who was in the position moved to an outstation and no replacement was found until the beginning of 2019.
The Preschool underwent Assessment and Rating of the National Quality Standard by Quality Education and Care Northern Territory and received an overall rating of Exceeding. They are one of three remote NT preschools to receive this rating.

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

Armunbu CFC celebrates the unique culture of Gunbalanya. There are a variety of ways that we do this. 82% of our staff are locally employed and are of Aboriginal decent, 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.

All staff within the CFC participated in Professional Development with a consultant on the 8 ways of Learning, which is a pedagogical framework designed with an Aboriginal context in mind. The framework is expressed as eight interconnected pedagogies involving narrative-driven learning, visualised learning plans, hands-on/reflective techniques, use of symbols/metaphors, land-based learning, indirect/synergistic logic, modelled/scaffolded genre mastery, and connectedness to community.

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. Children's skin name, totem and moiety are displayed throughout the services they are connected with.

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 CFC hosted culture week, which coincided with the school. During this time, families and community members engaged in cultural activities that celebrated Gunbalanya and the Kurrung season it was experiencing. The activities included a baby warming for newborns done by the Australian Nurse Family Partnership Program nurse and her liaison officer. A smoking ceremony for toddlers and preschoolers, which was performed by CFC local staff. The cooking and eating of magpie geese, which was a family affair.

We learned from our survey, that families feel these activities are important because it gives the children and families a sense of belonging and ownership within the CFC.
It was also identified they would like more bush trips, so children can connect with country.

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

<table>
<thead>
<tr>
<th>Base Line</th>
<th>40 - 60% of families implement learning and development activities (inclusive of all non-formal environments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Line</td>
<td>40 - 60% of families would seek assistance if they thought needed it.</td>
</tr>
<tr>
<td>Base Line</td>
<td>20 - 40% of families report an increased capacity to understand and manage the needs of their family</td>
</tr>
</tbody>
</table>

**Outcome 3: Community Narrative**

During this reporting period both the Aboriginal Coordinator and the Parent Program Coordinators conducted surveys.

The families that engage with the services within the CFC and community, which is about 55% of the 0-5 cohort, access services with the CFC. They know that they can seek assistance from any staff member with the CFC and do so when comfortable. Families take the knowledge they have gained through FAFT and other programs to assist in their child’s development. This can be seen by 90% of pre-schoolers being enrolled prior to the start of the school year. This has shown us that Early Years’ education is realised as important and valued by both staff and families.

Service such as hearing, counselling, peri-natal nurse, children’s nurse and other wellbeing professionals have more engagement with families when offering services within the CFC. The reason for this is because the CFC is seen as a preventative, wellness service, while the clinic is seen as a service to access in an emergency.

Wellbeing is a recurring theme for our families and children. This is whether it is in terms for domestic violence, mental health, money management or similar issues. These are areas that families and communities express desires for information to help their families.
OUTCOME 4: All families have a voice and are active partners in the integrated services

<table>
<thead>
<tr>
<th>Base Line</th>
<th>40 - 60% of families not currently engaged are represented in engagement activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Line</td>
<td>40 - 60% of families have active participants in programs</td>
</tr>
<tr>
<td>Base Line</td>
<td>40 - 60% of families believe that they contribute to decision making</td>
</tr>
</tbody>
</table>

Outcome 4: Community Narrative

In Gunbalanya Community about 55% of families engage with the CFC whether by attending one of the services, participating in engagement activities, or participating in surveys.

Arrmunbu 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 Family Liaison Officer, which included a baby warming and smoking, performed by the Australian Nurse Family Partnership Worker.

The Graduation held in December celebrated the children’s transition through their learning journey from FaFT/Crèche to Preschool then onto Transition. This celebration is attended by numerous families and stakeholders, with traditional dancers and musicians to sing the graduates and families in.

Our Father’s Day event, saw 15 fathers engage in activities with their children. This is a great achievement as the CFC is considered a women’s place in Gunbalanya. Over the years, many ideas have been tried for male family members to engage, and it seems that an event just for them was the most successful. In attendance was the Men’s Mental Health worker and clinic.

Twice a term the Aboriginal Coordinator organised Parent Days, where disengaged families were targeted to come and have a yarn. This was to find out what the barriers were preventing them from accessing services. This information was used to improve how we engage with families.
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)

<table>
<thead>
<tr>
<th>Base Line</th>
<th>40 - 60% of the community think their community is child friendly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Gap</td>
<td>Local groups, organisations and/or programs are governed by local community members and have good decision making input</td>
</tr>
</tbody>
</table>

**Outcome 5: Community Narrative**

In Gunbalanya there are various stakeholders, who are governed by a board on which sit local Aboriginal community members. These include the School, Red Lily Health Board, Adjurmarlarl Aboriginal Organisation including Stronger Communities for Children, Demed Aboriginal Corporation, 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.

During the reporting period, multiple organisations went through change of members in regards to their board and therefore data was not able to be obtained.

Families believe their community is child friendly but there are always concerns for all children and youth when it comes to school stand down and holidays. The reoccurring message is activities for the older teens and Early Years, when school programs are not operating.

West Arnhem Shire Youth Sport and Recreation, along with the Ranger, develop programs for children eight years and older. The major issue is the disengaged youth from 15-18 and activities for Early Years. Stronger Communities for Children (SCfc) committee tried to combat this over the Christmas and New Year break with appropriate activities. Unfortunately due to multiple break-ins, resources from both the Youth Centre and SCfc were taken, limiting the activities.

Team Health also contribute by taking primary and middle years students 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.
OUTCOME 6: A strong Aboriginal workforce enables sustainable local communities

<table>
<thead>
<tr>
<th>Base Line</th>
<th>40 - 60% of employees across all service providers are Aboriginal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Gap</td>
<td>Percentage of Aboriginal employees that have formal qualifications</td>
</tr>
<tr>
<td>Data Gap</td>
<td>20 - 40% of Aboriginal employees are actively working towards a relevant formal qualification</td>
</tr>
</tbody>
</table>

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, and Adjumarllal. Unfortunately, we were unable to accurately assess if the employees have formal qualifications or are working towards. As stated in Outcome 5, this was due to change or members of multiple stakeholders’ boards. The CFC manager and CFC Aboriginal Coordinator will improve on the survey distributed to the community to guarantee the required data is collected in the future.

We are only able to comment with in the CFC, where there is a workforce of 82% Aboriginal decent with 30% actively working toward a formal qualification and approximately 40% holding a relevant formal qualification in Early Childhood or Community Services.