

Gunbalanya Child and Family Integrated Services Annual Report

January 2020 to December 2020



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Acronyms	Full form
AEDC	Australian Early Development Census
AGM	Annual General Meeting
ANFPP	Australian Nurse-Family Partnership Program
ASQ-TRAK	Ages and Stages Questionnaire -TRAK
CCFF	Community Child and Family Fund
CFC	Child and Family Centre
ECEC	Early Childhood Education and Care
EYLF	Early Years Learning Framework
FaFT	Families as First Teachers
GSDC	Gunbalanya Service Delivery Committee
KPI	Key Performance Indicators
LDM	Local Decision Making
MACCS	Multi-Agency Community and Child Safety
NT	Northern Territory
RECIS	Remote Early Childhood and Integrated Services
SCFC	Stronger Communities for Children
SDM	Service Delivery Meeting

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Background

The Northern Territory's Child and Family Centres (CFCs) are a focal point for the integration of services supporting children and their families within a community. Six purpose-built child and family centres (CFCs) are currently operating in the Northern Territory at Yuendumu, Maningrida, Ngukurr, Gunbalanya, Larapinta and Palmerston.

CFCs can and do provide services for young children and their families e.g. Families as First Teachers; child care; maternal and child health; etc. but are not 'one stop shops'. Rather they promote and facilitate a community wide 'no wrong door' approach to services for young children and their families.

CFCs foster

- shared understandings and model a collaborative and integrated mindset.
- shared practices that are evidence and outcomes-based, supporting service providers, families and community to reach agreements about aims and outcomes.
- an interdisciplinary teamwork model striving to provide universal core services to all families and children.
- leadership that is relational, effective, inspiring and supportive and able to work across traditional divides.
- co-design that is sensitive and responsive to diversity and to families' and communities' needs and priorities ensuring that families and communities are partners in planning and governance

The CFC Integrated Service paradigm represents 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.

Child and Family Integrated Services Vision

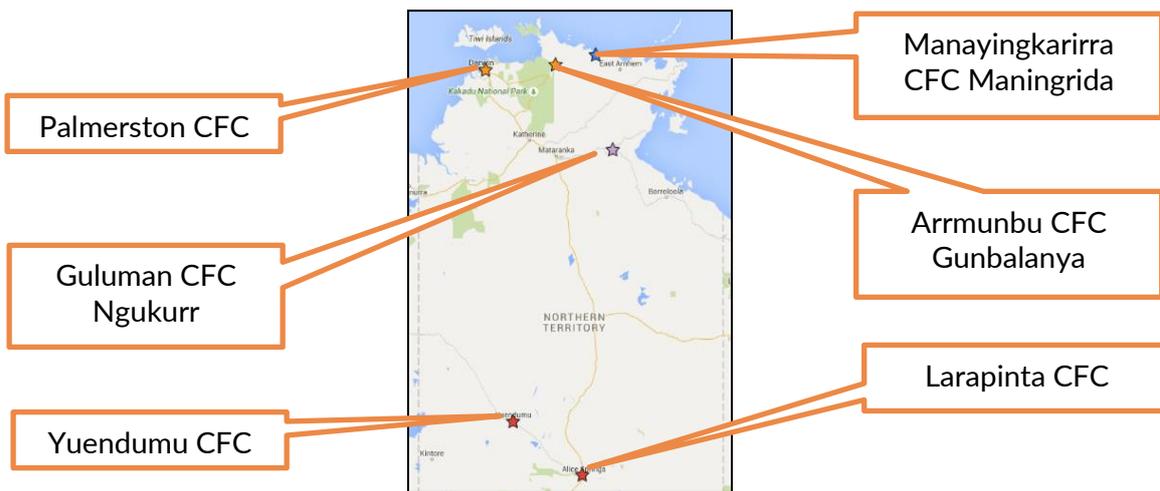
Families and communities support their children, pre-birth to five years of age, to have the best possible start in life and grow to be strong, healthy, safe, confident and capable learners.

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.

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.

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

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

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.

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 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, measurement and innovation.

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



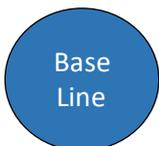
No significant change



Negative change



No data or only partial data available



First collection of data

ARRMUMBU

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

There are approximately 1500 people in Gunbalanya, 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 110 children in the 0-5 cohort. 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

	0 - 1	1 - 2	2 - 3	3 - 4	4 - 5	Total
All	20	14	21	20	35	110
Male	14	8	14	11	24	71
Female	7	6	7	9	11	40
Indigenous	14	8	13	19	33	87
Non-Indigenous	1	1	3	1	2	8

Gunbalanya Collective Impact

Back Bone & Container for Change

For Gunbalanya their path has been a slow moving one for the community. Gunbalanya 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 to move 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 98% indigenous 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 work between the CFC, Regional Development Officer, NT Top End Regional Network Group Department and the Regional Director of West Arnhem Region Department of the Chief Minister and Cabinet has come leaps and bounds in 2020 working collaboratively and building and strengthen networks in community. A great example of this having a standing agenda item at the Service Delivery Meetings to inform Stake Holders around the decisions, support in using the Community Child and Family Fund money in Community. Also the help from the DCM&C to start the foundations of an Advisory Group, the targeted members for this group are males: Fathers, brothers, uncles, grandfathers and Elders in Gunbalanya. How we got to this stage was between the Regional Network Group of the Chief Minister and Cabinet and the CFC Integration Leader, there was community mapping of local Committees and Boards in Gunbalanya. Once the Committees and Boards responded with the members, there was a point of targeting the younger voices within these groups to become members of the Advisory Group.

The school board has three subcommittees that sits under it; the Outstation Subcommittee, the Engagement and the Early Years (Wurdwurdkilehkilel) Committees. The three committees were established as an extension of the Gunbalanya School board, the Committees do the discussions and engagement side to put forward for the School Board to endorse. The role of the Early Years (Wurdwurdkilehkilel) Committee is to identify barriers that prevent the improvement of outcomes for children aged 0-5 and invite local decision making to supersede these barriers. The committee can recommend to the School 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 and Cabinet Regional Network representative.

Membership of the committee includes local community members who are involved in early childhood and family programs. There are 12 positions on the committee, one board member (permanent position), Child and Family Centre Aboriginal Coordinator (permanent position), Child and Family Centre Integration Leader (permanent and silent member), and nine members from other stakeholders; clinicians, representatives from TeamHEALTH, and representatives from Gunbalanya School and the outstations. The committee's Chair 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 Annual General Meeting (AGM). The report will consist of the identified barriers, the resources to be purchased with quotes, intended outcomes, and how the outcomes will be measured. Activities funded through the Child and Family Community Fund will be informed by existing evidence of what programs have previously been successful. The allocation of funds will include a process for assessing impact. The Gunbalanya School board will provide information to the local Department of Chief Minister and Cabinet Regional Network representative.

Committee members meet twice in each school term aligned with the 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. Despite the following issues in community there has been a willingness for people and agencies to work more collectively although the progress has been slow it has been an authentic journey.

Common Agenda & Community Aspiration

Gunbalanya School which is an Independent Public School has a Business Plan ('Waralnang') for the duration of 2017 to 2022, within the plan there is a vision statement. The Gunbalanya School's vision is committed to working together to create two-way pathways for global identity and citizenship which:

- Reflect their own culture;
- Embrace shared knowledge and new understanding; and
- Develop our students, staff and the community's to their full potential.

There are five goals:

1. Community and parental engagement
2. Employment
3. Two-way teaching and learning
4. Governance
5. The school environment

Within each of the five goals, there are strategies to achieve these goals and Key Performance Indicators (KPIs) to measure set achievements. Majority of the Arrmunbu Child and Family Centre's KPIs are in the 'parents are engaged in their children's education', and a few in the throughout 'Two-way teaching and learning' and 'Governance.'

The community's aspirations for the children was achieved through the development of an Advisory Board seeking out the voice of local men who are members on other boards in the community. The involvement of men on this board was purposeful as the cultural perception of the Arrmunbu Child and Family Centre (CFC) is that it is very female-oriented and we wanted to change this opinion. This meeting allows the men in the community to voice their opinions and ideas on the funding allocation and expenditure of the Community Child and Family Fund money. In saying this the community is still working towards an Early Years aspiration and common agenda.

Shared Measurement & Strategic Learning

There have been conversations around Australian Early Development Census (AEDC) data and the possibility of presenting it to the School Board by the Wurdwurdkilehkilel Little Peoples Subcommittee. Making collective decisions around the data to combat the decline in certain domains. Over the last 10 years there have been significant changes in this domain. There has been an increase of 76% of children being vulnerable. This means three quarters of our children cannot communicate how they feel, what they want or what they know. There are currently only 9.5% of our children who are able to do this compared to 88% 10 years ago.

We are collecting more data around child development using the Early Years Learning Framework (EYLF) and Ages and Stages Questionnaire (ASQ) -TRAK. The Australian Nurse-Family Partnership (ANFPP) Nurse for Gunbalanya, changed the assessment screening tool used from ASQ to ASQ-TRAK. With this there was more data sharing between the different services to benefit the clients accessing the services in the CFC.

There is development of more detailed survey questions that are culturally appropriate which will be informed by the time of the year in which the survey is undertaken. Surveys will also be conducted by staff members who are local community members.

Continuous Communication & Community Engagement

We are continuously communicating and engaging with the community through social media platforms, such as Gunbalanya Facebook, as well as having regular consultations with local families and community members.

The Advisory Committee and School Board allow community members to engage with one another about any local concerns or ideas. Further, we are reinforcing Local Decision Making (LDM) within the Advisory Committee, the School Board and the Little Peoples Subcommittee, as a means to empower local people in having a say in the future of Gunbalanya and the CFC. Becoming a member of the Gunbalanya Service Delivery Committee and having a permanent agenda item.

Mutually Reinforcing Activities & High Leverage Activities

At the beginning of 2020, the COVID-19 global pandemic greatly impacted on the Gunbalanya community. With the potential threat that COVID-19 may have an impact on the community, in a collaborative and collective effort various agencies quickly mobilised to make the community safe and healthy. All agencies came together to form the Community Safety Committee, which was an extension from the Service Delivery Meeting (SDM) Stakeholders. All agencies in community were represented on the Committee with the main focus of safety, as well as sharing key messages and information back into agencies, and the community.

During the last quarter of the 2020, a Multi-Agency Community and Child Safety (MACCS) was formed in Gunbalanya. There are 20 chosen sites across the Northern Territory, over six regions: Greater Darwin, Arafura (Top End), East Arnhem, Big River (Katherine), Barkly and Central Australia. Gunbalanya is one of the six sites located in the Arafura (Top End) Region. The agency was formed for:

- Children and families who, in comparison to the other children and families in their community, have greater needs that significantly increase their risk of harm to themselves and/or others; and
- Address thematic social issues affecting groups of children and their families in the local community where statutory responses may be required or where there is concern for a group of children or young people.

There have been consultations and discussions in Gunbalanya and at the Gunbalanya Service Delivery Committee (GSDC). A group workshop was organised to provide all relevant agencies with the opportunity to discuss the framework. The following was discussed during the workshop:

- Working through the framework as a group and answering any questions;
- Determining the group membership, representation from all services that play a role in promoting the safety of children and families including all NTG Services, NGOs and Aboriginal Community Controlled Organisations;
- Determining key roles and responsibilities including chair, co-chair and secretariat;
- Frequency, date and location of meetings;
- Discussing what other meetings around children and family safety may already be occurring in Gunbalanya and how they can be incorporated to save duplication.

Adjumarllarl Aboriginal Corporation is a locally lead organisation that is focused on stronger families and community. We are continuing to strengthen our relationship through increasing information sharing of programs and activities. At the end of 2020, Karrimund Rowk was employed as the Gunbalanya Coordinator for Stronger Communities for Children (SCFC), a subcommittee of Adjumarllarl Aboriginal Corporation. There may be potential for collaborative and collective work to be completed with SCFC and the Arrmunbu CFC in 2021.

Gunbalanya Collaborative Change Cycle Progress

	LEADERSHIP	COLLABORATION	COMMUNITY	MEASUREMENT	INNOVATION*
Achieving Transformation					
Scaling Up					
Creating a Shared Vision					
Building the Foundations	 	 	 		
Readiness Runway				 	

*Innovation domain added in 2020

2018



2019



2020



Leadership

As a collective Gunbalanya is consolidating in the domain 'Building the Foundations', however, are showing examples in the domain 'Creating a Shared Vision' for example the newly formed Advisory Group and the membership, this group was formed for the voice of men in community to have a say in the children's education.

Collaboration

As a collective Gunbalanya is consolidating in the domain 'Building the Foundations', however, are showing examples in the domain 'Creating a Shared Vision'. The mindset is beginning to shift towards a growing understanding and experience of working adaptively. The first meetings for the Advisory Group was looking at what Local Decision Making looks like when using the Community Child and Family Fund money in community a good example of this in recent years was the mobile playgroup van.

Community

As a collective Gunbalanya is consolidating in the domain 'Building the Foundations'. Within the Child and Family Centre there is a simple version of collaborative change happening in the building, with taking knowledge learnt out into community and back in with feedback. This is done with all workers, parents that access the 3 services: Preschool, FaFT and Crèche. Another example of community leaders is the School Board with its decision making to wrap around the children's education.

Measurement

As a collective Gunbalanya consolidating in the domain 'Readiness Runway', however, are showing examples in the domain 'Building the Foundations'. Presenting the Australian Early Development Census

(AEDC) data in a different format for community people to understand in a friendly vision so they can visually see a gap in the children's development at a young age. Using that data gap to make a change.

Innovation

As a collective Gunbalanya is sitting in the domain 'Readiness Runway'. A group of champions is in its foundation stage, making connections with other stake holders in community that are targeting the same outcomes and cohort of 0-5 year old, for example making contact with the Stronger Community for Children Coordinator.

Australian Early Development Census 2018 Profile

2 in 3 children vulnerable in 2 or more domains



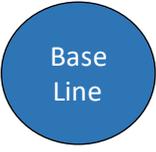
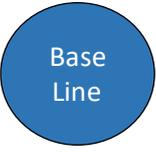
Proportion of children who were developmentally vulnerable by domain

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

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

Gunbalanya Child and Family Integrated Service Outcomes Progress

Measurable Change	OUTCOME 1: All children are strong, healthy, confident and capable learners and reach their full potential
 Base Line	20% - 40% of children 0-5 are diagnosed with anaemia
	40% - 60% of children 0-5 have participated in all standard health screening
 Base Line	20% - 40% of children 0-5 display faltering growth
	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

There has been a decrease in the number of children aged 0-5 who have participated in health screening tests in 2020.

The Arrmunbu CFC have continued to collaborate across various health services in Gunbalanya although this was a challenge in 2020 due to COVID-19 and a high staff turnover at the clinic. Information sharing continues to be a main focus for the CFC in order to ensure all services and stakeholders are informed of progress and key information on the wellbeing of children and their families. There is a possibility to improve the CFC enrolment process to ensure that data sharing is explicitly communicated to families, as well as provided in all relevant documents. We are committed to further discussing and implementing ways to improve early learning services for the benefit of, not only children and families, but the wider community. There may be a potential opportunity to involve personnel, representative of various stakeholders, to increase communication, information sharing and processes to identify and keep record of preschool-aged children in order to increase enrolments and participation.

At Gunbalanya Health Centre, a nurse has created and fostered a positive working relationship with the staff, children and families. Subsequently, the FaFT Family Educator has built a strong relationship with the nurse at the local health centre and were often in coordination for the purposes of information sharing. From this collaboration, FaFT was able to record children's progress using responses, provided by the nurse, related to the Ages and Stages Questionnaire (TRAK) domains of communication, gross and fine motor skills, problem-solving skills, and personal-social skills. Moreover, children who had not attended FaFT came into the health centre, the nurse would introduce the families to the FaFT Family Educator to inform them of the benefits of attending. Through this, the FaFT Family Educator has introduced families to a relevant and more familiar nurse to assist their child/children in receiving required medical services. The FaFT Team also have attended home visits with the children's nurse on occasion.

The Arrmunbu CFC are dedicated to improving early learning services for children and families in the community. To achieve sustainable relationships with all service providers and stakeholders, the CFC will focus on foster communicative, collaborative and collective relationships to ensure the best outcomes can be provided to all community members. In 2020, it can be postulated that there has been a decrease in children and families using the local health centre due to concerns and barriers created by COVID-19 restrictions and safe practices. In 2021, Arrmunbu CFC will endeavour to assist with increasing the usage of the local health centre, as well as other local early learning services, to foster improved engagement and greater awareness of the benefits of using local services.

Through our collaboration and relationship with the Gunbalanya Health Centre, we have identified the need for an additional and permanent nurse in community. This need has been raised to the Gunbalanya School Board, with the proposal of utilising the Community Child and Family Fund to employ a permanent children's nurse to work at the CFC. This proposal is awaiting finalisation.

Measurable Change	OUTCOME 2: All children have a strong cultural identity (measured by community survey)
	Greater than 80% of families indicated that their 0-5 children have a strong cultural identity

Outcome 2: Community Narrative

The Arrmunbu CFC focuses on the celebration of the unique culture of Gunbalanya which is shared across a variety of service providers linked with the CFC. Half of the Arrmunbu CFC staff are locally employed from community and 90% are of Aboriginal and Torres Strait descent. The incorporation of cross-cultural perspectives are evident in the day-to-day operations of the CFC, as well as in planning of programs and activities.

To foster and strengthen a cross-cultural two-way learning approach, the CFC has implemented a 'word of the week' in the Kunwinkju language. This word is determined by the local staff, teachers and coordinators commonly use, e.g. sit, listen, quietly, etc., and is displayed at the centre.

The Arrmunbu CFC have an adopted a Reggio Emilia-inspired philosophy that is applied across all relevant services. This philosophy is centred on play-based learning which is child lead, whilst teacher and coordinators being the facilitators of learning and development, with the environment being the child's 'third teacher' in order to further instigate learning.

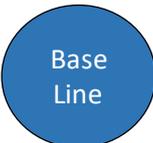
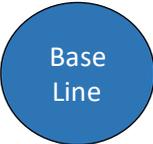
In 2020, the Arrmunbu CFC coordinated three open days where community members, agencies and families were invited to participate and celebrate with the centre.

1. **Multicultural Week** – FaFT, Crèche and the Preschool showcased hunting techniques used in a different Indigenous region in Australia, to demonstrate the similarities and differences in hunting methods for food on land and in the water.
2. **Culture Week** – The CFC celebrated Gunbalanya's local landmarks and stories that in and around the community. We also organised excursions and held storytelling sessions with children and families.
3. **National Reconciliation Week** – During the week, the CFC facilitated various activities for children and families. Children had the opportunity to replicate the Aboriginal and Torres Strait flags using colours that were represented in both flags. There was a Damper Making Competition open to all community members where 12 contestants were judged by the two co-Principals and the Assistant Principal. The local store donated a \$50 voucher to the winner of the competition.

Each service that is connected with the Arrmunbu CFC has a 'family tree' displayed in the foyer which depicts the cohort if those who access and are related to the services in FaFT, such as the children, families, teachers, and CFC Staff members. The family tree contains each child's full name, skin name, totem group, moiety and dream, and a photo of themselves. Families often use this family tree to explain to their child/children their cultural background, relationships and their connections.

Arrmunbu CFC celebrates the unique culture of Gunbalanya which is shared in a variety of ways across all services that run in the CFC. Ninety percent of the staff are of Aboriginal and Torres Strait decent and half of them are locally employed staff from community. This is present in the planning and day to day operations of the CFC, strengthening two-way teaching and learning.

To extend and strengthen the two-way learning approach the CFC implemented and displayed a Kunwinkju word of the week, the words was made and picked by the local staff that the teachers and coordinators use on a daily basis e.g. sit, listen, quietly slowly etc.

Measurable Change	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)
	60% - 80% of families would seek assistance if they thought needed it
	20% - 40% of families would seek assistance if they thought needed it
	Relevant staff indicate that 20% - 40% 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

In 2020, various family visits were conducted by the FaFT staff where the focus was on fostering a more relaxed and informal learning environment for the children. FaFT staff and families were able to deliver learning games that were relevant to the child/children's surrounding environment, i.e. the home, and this provided families with a positive demonstration and reassurance that the child/children's learning does not necessarily have to take place on school grounds or in conventional learning environments. Additionally, home visits have cemented the notion that the FaFT program situated at the CFC is a safe space for families to learn how to be their child/children's first teacher. We have seen an improvement in parent's understanding of their child/children's learning since conducting the FaFT home visits. Further, the FaFT team collate portfolios on each child they are engaged with and this information is translated for their families in order to keep them informed and included in the early learning processes.

There is a positive change in the indicators; *Collaboration* and *Community*. The whole CFC staff has positively developed their relationships with the children and their families in 2020. Families are now more comfortable and confident in asking for assistance and support, especially when compared to this specific engagement in the previous year.

Community in Gunbalanya has increased, specifically through building the capacity of the parents in the community through integrating and inviting services to deliver discussions and workshops with families. This is further supported by the Early Childhood Integrated Services Leader and the FaFT Family Educator approaching families to inquire if they feel they need assistance. Both coordinators have been engaging with various services to facilitate information and question sessions at the CFC.

Measurable Change	OUTCOME 4: All families have a voice and are active partners in the integrated services
	60% - 80% of families 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

The Arrmunbu CFC have been advocating for a local laundromat to be opened in the community in an attempt to make laundry facilities more available and accessible. One of the main benefits and purposes of having a local laundromat is to allow families to wash clothing and home materials in an effort to eliminate the chances of scabies, and consequently Rheumatic Heart Disease. When this proposal was brought to the school board, the idea of having a mobile laundromat may be a possibility. This project is in conjunction with the Department of the Chief Minister and Cabinet.

At the Arrmunbu CFC, staff members endeavour to engage all children in community to be engaged in at least one type of early childhood program, service or event; mobile playgroup, FaFT, childcare, preschool, or home visits.

Feedback is regularly sought from families and community members on the operation of the Arrmunbu CFC. This feedback is often garnered from daily informal conversations with families and at times through more formal means, such as having one on one conversations seeking feedback and input around the Child and Family Centre and in community families are able to view their child/children's work and learning when dropping them off at the centre or during one of our Open Days. We encourage families to provide feedback on the implementation of the CFC's planning.

Arrmunbu CFC's Aboriginal Coordinator conducted a survey that involved 10% of the children and families who have attended an educational experience through the CFC services. Respondents indicated that they believe the CFC and school is a safe place for their child/children to learn, as well as opportunities are made available for their children to have a positive start to their education at the CFC.

During a school board and subcommittee meeting, the Early Childhood Integrated Services Leader presented the 2018 AEDC data in an attempt to demonstrate the alarming trend of vulnerable children in the Gunbalanya community and its surrounds. In order to make FaFT activities, programs and services more widely available, the school board purchased van to be used as a mobile playgroup to be operated by FaFT. It is anticipated that this van will be used to service the community twice a week. The van has been altered to accommodate storage compartments and an awning.

Measurable Change	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)
	Greater than 80% 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: Community Narrative

Arrmunbu CFC's Early Childhood Integrated Services Leader has commenced the process of mapping the local boards and committees, and their members, in Gunbalanya, in conjunction with the Department of the Chief Minister and Cabinet. The purpose of this mapping was to demonstrate the requirement for community voice and the engagement of local community members.

During a Service Delivery Committee meeting, it was proposed for all agencies to be involved in the expenditure of the grant funding. As opposed to previously followed processes, the school board would now like to consult all community boards and committees on their opinions on what programs, activities and initiatives should be funded for the benefit of children, families and the community. Following information provided by various agencies, local members were identified to form an advisory board for the expenditure of the grant. Since this formation, two meetings, focused on local-decision making to support children 0-5 years, have been held. The new process of allocating grant expenditure has been released to CFC stakeholders and the community.

For example, information that has been gathered from the committee:

- The Adjumarllarl Aboriginal Corporation Board is made up of 16 members who all identify as Indigenous. Local community members make up 98% of the board.
- The Stronger Communities for Children Board is made up of 10 members who all identify as Indigenous. Local community members make up 98% of the board.

Measurable Change	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

At the Arrmunbu CFC, 90% of our workforce are of Aboriginal descent with 50% of our workforce working towards a formal qualification. We have had a 10% increase in employees working towards a formal qualification since 2901. Additionally, in Gunbalanya a large portion of service providers also have a strong aboriginal workforce. These services include:

- Gunbalanya School
- Gunbalanya Health Centre
- Injalak Art Centre
- Demed Aboriginal Corporation
- Njanjma Rangers
- Strong Communities for Children
- Adjumarllarl Aboriginal Corporation.

With the working partnership of the Regional Development Officer for Gunbalanya and Jabiru with the Department of Chief Minister and Cabinet, we have started the community mapping of local Boards and Committees. With this information we can collect what percentage are Indigenous and working from that as a stepping stone to collect information around qualifications with a good relationship with community members.

The Arrmunbu CFC has endeavoured to make improvements to increase opportunities for employees to study during their working hours. Once a week, CFC staff members have the opportunity to stay back to study in a group environment. During this time, staff members divide into two alternating groups for 30 minute periods; one group assists cleaning and tidying the day care and the other group works with a community-based tutor who can provide support in their studies. The crèche coordinator has been funded by Charles Darwin University to tutor and provide support to staff members who are working towards their Certificate III and Diploma of Early Childhood. We have found these 'study sessions' have made a positive impact on our staff members and their understanding of theories and modules, whilst completing the operational day-to-day tasks at the centre.