

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:

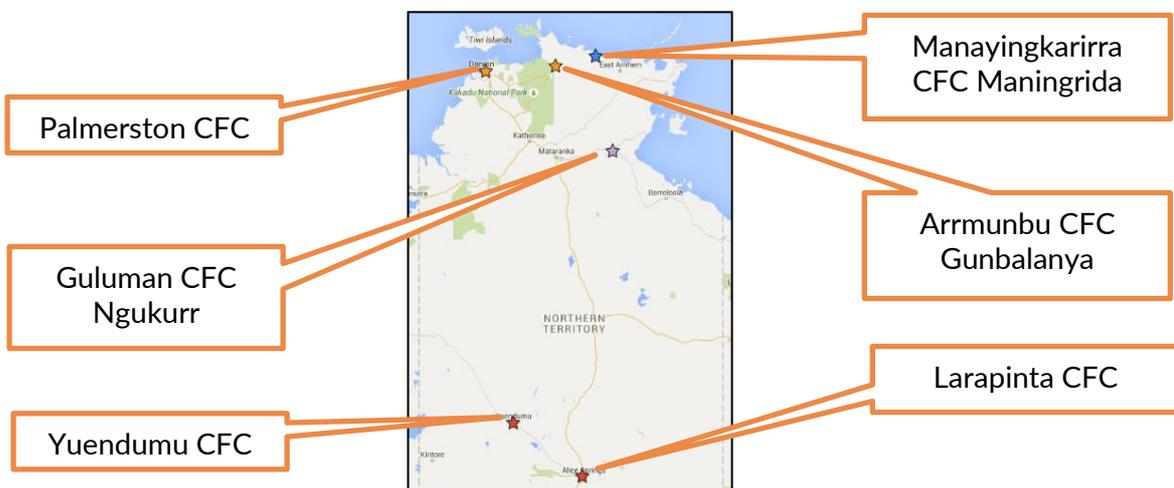
Families and communities support their children, pre-birth to five years of age, to have the best possible start in life and grow to be strong, healthy, safe, confident and capable learners.

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.

Collective Impact

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

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.

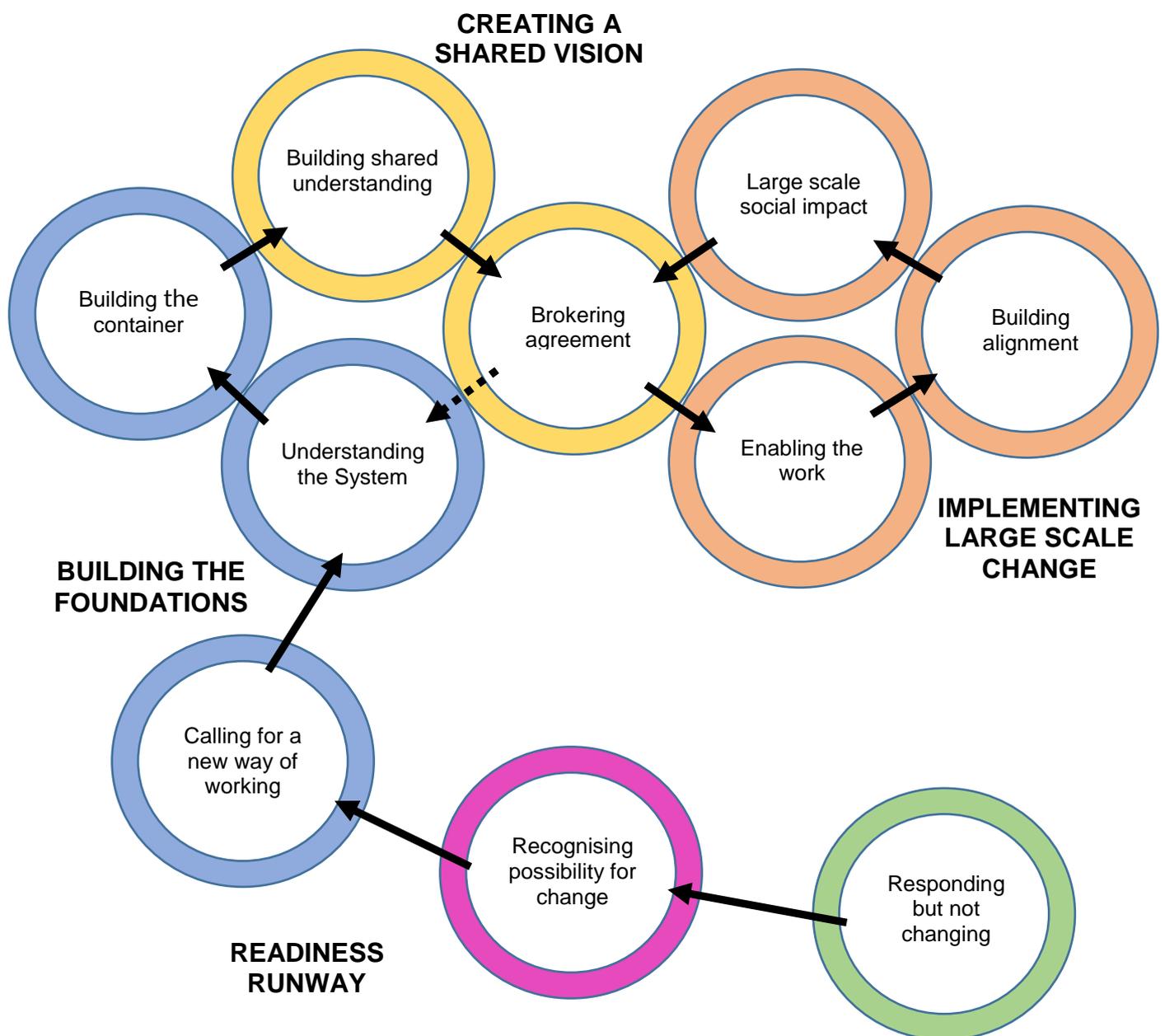
² Tamarack Institute https://cdn2.hubspot.net/hubfs/316071/Events/Multi-Day%20Events/Community%20Change%20Institute%20-%20CCI/2016%20CCI%20Toronto/CCI_Publications/Collective_Impact_3.0_FINAL_PDF.pdf

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.



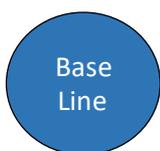
Positive change



No significant change



Negative change



Base line



Data gap

GULUMAN

CHILD AND FAMILY INTEGRATED SERVICE

NGUKURR

Ngukurr Community Vision

The Stronger Communities Program, Ngukurr, (formerly known as and known in other communities as the Stronger Communities for Children (SCfC) Program) was officially handed over on 16 April 2018 to Yugul Mangi Development Board (YMBD) as the Facilitating Partner that will work with the Strongbala Pipul Wanbala Bois Komiti (the Komiti) that represent Ngukurr community. Their vision is:

Respecting our past and present, one mob working together, leading both ways to create a safe, strong, vibrant and sustainable community for future generations.

The Guluman Child and Family Centre (CFC) is an integrated service in the Ngukurr Community with a focus on pre-birth to five years of age, and has a vision which aligns with the Stronger Communities Program vision which encompasses the whole community, by being all about the family and building up the families in Ngukurr. The CFC vision is:

Ngukurr Community and its families to support all 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.

Ngukurr Community Population

Data from the 2016 Census, indicates that there were 1,149 people in Ngukurr. Of these 50.7% were male and 49.3% were female. Aboriginal and/or Torres Strait Islander people made up 93.4% of the population. The median age is 23 and there were 218 families with an average of 2.6 children per family.

While Ngukurr has its base stable population that remain in community, it can be a very transient population over the year or when there are significant cultural events taking place, including ceremonies and funerals. During this time there can be a large influx into community if being these events/ ceremonies are held in Ngukurr or outflow of community if held in another nearby community. Likewise when there are activities and events in community, such as the Ngukurr Festival there are linked influxes into community or out of community if in another community such as Barunga Festival or Katherine or Darwin Show.

Since the 2016 Census, Ngukurr has seen the opening of two new bridges crossing the Roper and Wilton Rivers. This has meant that it is now a lot more accessible for local residents to travel in and out of the community all year round, with only a few days since May 2017, when the roads have been blocked between the Stuart Highway and Ngukurr.

Number of children

	0 - 1	1 - 2	2 - 3	3 - 4	4 - 5	Total
All	15	18	17	23	37	110
Male	8	7	5	13	21	54
Female	7	11	12	10	16	56
Indigenous	15	18	15	21	35	105
Non Indigenous	0	0	2	1	2	5

The data detailed above was sourced from Ngukurr Clinic as at 22 November 2018. Of the 110 cohort, 95% of children in this cohort identify as Aboriginal. Children that were still aged five at the time of the data being sought were included, with 11 of the 37 children in the four to five year age group above attending transition at Ngukurr School and not engaged with Guluman CFC services such as playgroup, child care or preschool.

Ngukurr Guluman Child and Family Centre

The Guluman CFC is an Integrated Family Service Centre. Within the building is the Preschool, Child care, Anglicare Playgroup and FaFT, which supports families in positive parenting practices and the understanding of child development and is co-facilitated with Anglicare Playgroup each day to offer playgroup to the community. At the CFC we have an open door policy where parents, guardians and family members are welcome to join in any of activities at any time. This includes our day to day operations, our regularly activities and events throughout each term and year such as Katherine Isolated Children's Service (KICS) in park, Early Years Assemblies, BBQ Breakfasts, End of Term Lunch, End of Year Christmas Concert and Party, along with educational workshops which have been held in partnership with Roper Gulf Vet, BodyFit visiting Physiotherapists and Sunrise Health Service including physical activity, child nutrition, trachoma, immunisation and dental health, and various other information sessions from visiting organisations. The activities and events held at the CFC are advertised widely within the CFC and wider community, to help ensure that all families are actively participating in their child's education.

Within the CFC we have a CFC leadership team which includes:

- Ngukurr School Principal
- CFC Integrated Services Leader
- CFC Aboriginal Co-ordinator
- Strong Young Dads Program Co-ordinator
- Community Hearing Health worker
- Families as First Teachers (FaFT) Family Educator (FE) and Family Liaison Officer (FLO)
- Preschool teacher and Assistant teacher
- Child care Co-ordinator and team leader

Ngukurr Collective Impact

While there has not been a formal collective established, there are a number of things happening in community that can be seen as work towards the Ngukurr Collective Impact, until a formal agreement is in place. This includes:

1. Prime Minister and Cabinet (PMC) staff based in Ngukurr co-ordinate monthly stakeholder meetings, where representatives of organisations within community attend and provide updates and address any matters that are raised.
2. In addition to this stakeholder forum there are a number of key boards and committees within the community including:
 - Yugul Mangi Development Board
 - Strongbala Pipul Wanbala Bois Komiti, Stronger Communities Program

- CFC reference group (Ngukurr School Council)
 - Ngukurr School Council
 - Ngukurr Language Centre Board
 - Sunrise Health Board
 - Local Authority, run by Roper Gulf Shire
3. There is a Youth and Young Adults reference group, started by PMC and continued by the Stronger Communities Program and now in 2019 has been handed over from the elders in community to the new Youth Services Co-ordinated at Roper Gulf Shire.
 4. Last but not least the relationship that the CFC has been able to establish with the Stronger Communities Program.

Since 2016 when the then Stronger Communities for Children (SCfC) Program was established and based out of the Guluman CFC (as they rent an office space in the CFC) the relationship has strengthened overtime as communication takes place regularly and now more frequently since the program was taken over by YMD and the new Program Director commenced in 2018. Being co-located in the same building enables day to day interaction and the CFC whose focus is on 0-5 and the parents and families that support these children has been able to embed itself in the wider community focus of the Stronger Communities Program, working with each other to work towards and achieve common aims, outcomes and objectives.

Back Bone & Container for Change

Although not formalised our back bone is the key Stronger Communities Program and CFC Staff and our container for change has to date been built with key leaders in community from both the YMD Board, The Komiti and CFC Reference group / Ngukurr School Council members. The CFC and Stronger Communities Program look forward to continue to working collaboratively and formalising the Ngukurr Collective Impact and their role as the backbone of this collective.

Common Agenda & Community Aspiration

The common agenda for the Ngukurr Collective has been the broader vision of the Stronger Communities Program. The community aspirations will be acquired from the Community Engagement Survey.

Shared Measurement & Strategic Learning

Once the collective is formalised it is envisaged that we will have a formal agreement or MOU in place. We see that the data collected for this report along with the Community Engagement Survey will be what drives the learning and evaluation process to provide real time feedback and robust processes for sense making and decision making for and by the community. The plan is for a community wide stakeholder agreement to be reached to enable the sharing of data across all organisations.

Continuous Communication & Community Engagement

The Stronger Communities Program has the whole community to continuously communicate with and engage. At the CFC we focus more specifically on our target stakeholders, including children, parents and family of the children that use or could use our services. We have identified with the Stronger Communities Program that we need to engage with in particular those most affected.

Mutually Reinforcing Activities & High Leverage Activities

Once the Community Engagement Survey results are available and the Komiti can prioritise the allocation of funds, it is hoped that both the CFC and Stronger Communities Program can use innovation and provide significant opportunities for change within community and the way of working.

The table below indicates that we are building a shared understanding across the four layers of the collaborative change cycle.

Ngukurr 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				

As previously stated there has not been a formal collective established, the collaboration of the Stronger Communities Program and the CFC, has seen the collective evolve naturally.

While a shared vision has been adopted and a shared understanding has been built across the Collaborative Change Cycle, we are not yet at brokering agreements across the four layers, as detailed below:

- Leadership – Ensure that the community decision-making structure set priorities in regards to the Community Engagement Survey, working with commitment, competition and control.
- Collaboration – As detailed below a good example of the early wins include Ngukurr Child and Family Community Fund and we will look towards an agreed theory of change and action following the release of data from the Community Engagement Survey.
- Community – through the community engagement survey community have mapped systems assets and strengths of community and while there have been some early and small wins, we are waiting for the allocation of funding to broker the agreements.
- Measurement – there have been some issues and barriers to the sharing of information/data within community from some agencies, however feedback loops are being built with the next goal to set goals and targets going forward for the collective.

An example of how well the Ngukurr Collective Impact can work is the way in which all stakeholders worked together with the Regional Executive Director of the Big Rivers Region, Department of the Chief Minister including YMBD the Stronger Communities Program, CFC, Ngukurr School and Ngukurr Language Centre to identify and prioritise funding for the Ngukurr Child and Family Community Fund, which is currently being signed off by the Department of Chief Minister's Office.

In regards to the Stronger Communities Program, some background on what they have achieved and been working towards in 2018 and into 2019, includes:

COMMUNITY ENGAGEMENT STUDY:

The aim of the Community Engagement Study (the Study) was to gain the community's priorities for the allocation of the Stronger Communities Program Funding. We employed six local researchers to do this. Over 113 residents participated in the study. The report is due to be finalised by the end of March for the Komiti to determine the priorities that will form basis of the Community Plan and allocate the funding for the Stronger Communities Program going forward.

In the meantime several other projects including time sensitive projects have been undertaken prior to the completions of the Community Engagement Study:

NGUKURR STORY PROJECT – MINI DOCUMENTARIES:

The development of three mini-documentaries about bush knowledge, developed with the Yugul Mangi Rangers, Ngukurr Art Centre and Ngukurr Language Centre. It was funded as a priority as local people involved were ready and motivated as well as needing to conduct the filming in the dry season. The three episodes were filmed in Kriol with English subtitles.

FEASIBILITY STUDY FOR REMOTE EDUCATION & TRAINING:

Ben Laidlaw from Keogh Bay Consulting has visited Ngukurr and met with some local residents and stakeholders. He is currently finalising the report to identify and define community adult education and training needs, priorities and aspirations and explore the potential for investment strategy options.

TOP END INDIGENOUS ALL STARS NETBALL CARNIVAL:

The Stronger Communities Program supported local students Zacquaysha Gumbula and Anisha Larsen who were selected to play at the Top End Indigenous All Stars Netball Carnival in Victoria in January 2018.

NGANDI AND NGALAKGAN PLANTS AND ANIMALS BOOK:

The Stronger Communities Program supported the design and print of the Ngandi and Ngalakgan Plant and Animal Book. The aim is to provide a resource to the community and school that supports biocultural knowledge of plants and animals. The book was a collaboration between Glenn Whiteman, Department of Environment and Natural Resources, the Ngukurr Language Centre and elders led by Ms C W Daniels†.

COMMUNITY GOVERNANCE MAPPING PROJECT:

The SCfC Knowledge Sharing Seminar and NT Together for Kids Seminar in Darwin September 2018 attended by the Komiti provided the start of a larger discussion on the need to strengthen service provider accountability to the community and to strengthen community governance and local decision making. The Komiti has since agreed that without information from service providers reported back to the community they lack the necessary information to make informed decisions. The Komiti have recently approved the need for a community governance mapping project to consider ways to shift the flow of information, accountability, governance and decision-making that places community in greater control.

Separate Funding: whilst they wait for the outcome of the Community Engagement Study they have received additional funding for:

FAMILY VIOLENCE STUDY:

Our local researchers are asking the community about family violence. The Komiti are wanting to know how best help those families experiencing violence. We have partnered with the Australian National University to find out what services are available, what residents think is needed to improve safety, and how we can support families. We have held two focus group sessions and interviewed 22 people so far.

NGUKURR YOUTH AOD ALTERNATIVE TREATMENT:

We have a funding agreement with the NT Government to run the Ngukurr Youth Alcohol and Other Drugs (AOD) Alternative Treatment. The aim of this program is to combat boredom and unrest in youth. The money has been allocated to the following:

- Support the Ngukurr Music Hub to deliver activities for the July 2018 School holidays program.
- Support the Ngukurr Women's Basketball Competition.
- Support the Ngukurr Men's Football Competition.
- Support the Ngukurr Music Hub.

All though funding is short-term and limited it has provided much needed support to these activities for youth that are not currently funded.

WHAT IS NEXT?

The Stronger Communities Program will be running a workshop for the Strongbala Pipul Wanbala Bois Komiti to go through the full results of the Community Engagement Study and Adult Education Feasibility Study to allocate the funding to programs that support the community's priorities. This will form the foundation of the Community Plan. Areas that are emerging from the Community Engagement Study:

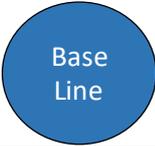
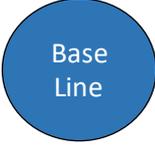
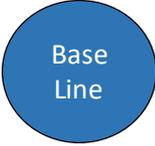
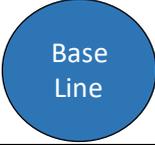
- Strengthening community governance and local decision-making
- Education:
 - Kriol literacy (school & adult education)
 - English literacy (school & adult education)
 - Strengthening culture & Ngukurr history (school, adults & families)
- Strengthening Culture (through school, youth programs & family camps).
- Supporting youth (through activities, Youth Diversion, employment pathways, more jobs, better CDP programs leading to jobs, cultural camps).
- Employment: more jobs, better training and qualifications.
- Wellbeing support (connecting people to country and culture, counselling, better health care, bush medicine and bush tucker, financial counselling).

The Komiti are seeking ways to strengthen the community through long-term strategies rather than short-term solutions.



NGUKURR INTEGRATED SERVICE OUTCOMES PROGRESS

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

 Base Line	Less than 20% of children 0-5 are diagnosed with chronic health issues
 Base Line	20-40% of children 0-5 have participated in all standard health screening and have an up to date immunisation record
	20-40% of children on track against the social competence and emotional maturity domains of the AEDC
 Base Line	60-80% of children are developmentally on track in the ages and stages questionnaire (ASQ) domains of Communication, Gross Motor, Fine Motor , Problem solving and Personal-social.
 Base Line	60-80% children aged 3-5 years participate in quality formal early learning programs at least 80% of the time.

* In collating data for this report we used an online computer program to randomly select 20 children in the 110 cohort, provided by the Ngukurr Clinic, operated by Sunrise Health Service. This sample accounted for just over 18% of the cohort and two children were from the same family, so we received 18 responses in regards to questions for families, which accounted for 18% of the cohort. Similar to the cohort of the children in community, of those surveyed 94% (compared to 95% in community) identified as being Aboriginal, giving us an accurate representation of community.

Outcome 1: Community Narrative

The CFC works closely with Ngukurr Clinic, operated by Sunrise Health Service, which are now located adjacent to each other and since this time the relationship between the clinic and CFC has improved from strength to strength. In 2018, the clinic has been serviced by a very supportive and well liked child health nurse. Unfortunately she left at the end of the 2018 and this position has not yet been filled, which has left a void in basic health screening at playgroup and FaFT and the monthly meetings that would take place with the key CFC and FaFT staff.

The clinic have advised that a chronic condition is a disease that lasts longer than 3 months and at the end of 2018 nine of the 110 had chronic health issues, so 0.08%. The diseases that are included in this definition include: Bronchitis; Gastro-oesophag Disease; Growth Faltering; Heart Murmur and Pneumonia.

As at the end of 2018 there were 28% of children in the zero to five age group that had a Medicare Health Assessment for Aboriginal and Torres Strait Islander People completed and paid Medicare Benefits Schedule (MBS) 715. Despite this it is very positive that the Immunisation Status for this same cohort sits at 100% up to date with scheduled immunisations. The CFC works closely with the clinic to ensure that all users of child care and preschool are up to date with immunisations. Records are shared between the two on a regular basis and immunisation records are sought from the clinic when new children enrol.

The AEDC is administered every three years with 2018 being the most recent data collection, which was made available to schools at the end of 2018. Results from the children in Transition who participated, the emotional maturity domain increased slightly from 2015, to just under 40% in 2018. However the social competence domain fell from 60% in 2015 to under 40% in 2015. In 2019 the Early Years team at the CFC and school will be looking into these results as the CFC developed a tool in 2016, called the QUILT, which was developed to identify the competencies of the Early Years Learning Framework (EYLF) Outcomes and also cultural competencies (of which 23 community members (elders) were consulted to develop the cultural competencies) that children in community should know and have acquired knowledge of before entering Transition. We also held an AEDC toolkit workshop in late 2017 working with families at the CFC to identify how we could improve domains in the AEDC, where it was identified that books in homes were needed and as a result was rolled out after funding from FaFT for a similar program had been cut. We plan to involve the Stronger Communities Program in the review of AEDC data, as they are very interested in all issues in particular social and economic issues that face community.



AEDC Toolkit workshop held in Ngukurr at the Guluman CFC, December 2017

With regards to ASQ TRAK there have been 55 ASQ TRAKs carried out since late 2017, some of these are with the same child two or at most three times as they are administer them at two months, six months, 12 months, 24 months, 36 months & 48 months. Of these 55, 11 have fallen below cut-off, with seven children falling below in one domain, three fell below in two domains and one child fell below in three domains. Of 55 children to whom it has been administered, that's 20% and they fell below in the following domains:

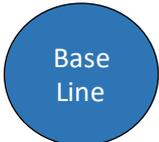
- Gross Motor - one child
- Communication - three children
- Problem Solving - seven children
- Personal Social - three children
- Fine Motor - two children

Approximately 68% of the 110 cohort came at least 80% of the time, while only 44% of those interviewed came at least 80% of the time. To reach 80% children need to attend the following:

- Playgroup/ FaFT - three out of four days
- Childcare four out of five days
- Preschool three out of four days and anyone that fell below this did not meet 80%.

Enrolments at Ngukurr School Council Child care were at an all-time high in 2018 with 75 children attending child care throughout the year, this is up from 68 in 2016. Data from the clinic identified 110 children in community between the ages of zero - five, so this is nearly 64% of this cohort accessing childcare in 2018. With the average attendance of preschool in 2018, being 50% with approximately 23 on the roll at one time.

OUTCOME 2: All children have a strong cultural identity

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

Responses from families who were surveyed identified that 100% believe that their child has a strong cultural identity. Families answered that their child/children:

- *Know family relationship and recognise faces of relatives*
- *Know family and who they are related to*
- *I do most of the cultural identity at home and signing cultural songs*
- *Yes, cultural identity and exploring*

Currently language and culture sessions are run weekly throughout the Centre by the Ngukurr Language Centre. It is hoped that with community and staff support we will be able to continue to further embed culture into the daily practice of our services.



Ngukurr Language Centre staff delivering traditional languages to Child are (left) and Preschool (right).

It is important to note that funding made available from the Reform Management Office to the Ngukurr Child and Family Community Fund has been allocated to be used to continue funding this important activity in community over the next two years. The aim is to improve outcomes for children aged 0-5 in Ngukurr, in particular to improve family participation and engagement in early childhood services and school, through the use of Traditional Languages, in addition to having additional resources available in Kriol. The reason for this allocation of funds is because these activities have been identified by the community as priorities in the Community Engagement Study, carried out by the Stronger Communities Program.

As part of this funding and grant agreement there will be KPI's that we will be required to report on, which we will be able to include in this report and will include data on those not only identify with a strong cultural identity but those that are engaged in culture in the 0-5 cohort.

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

Base Line	Great than 80% of families implement learning and development activities (inclusive of all non-formal environments)
Base Line	60-80% of families would seek assistance if they thought needed it
Data Gap	20-40% of families indicate that they understand their children's learning and development needs #
Base Line	Relevant staff indicate that 40-60% of parents understand their children's learning and development needs
Base Line	60-80% of families report an increased capacity to understand and manage the needs of their family

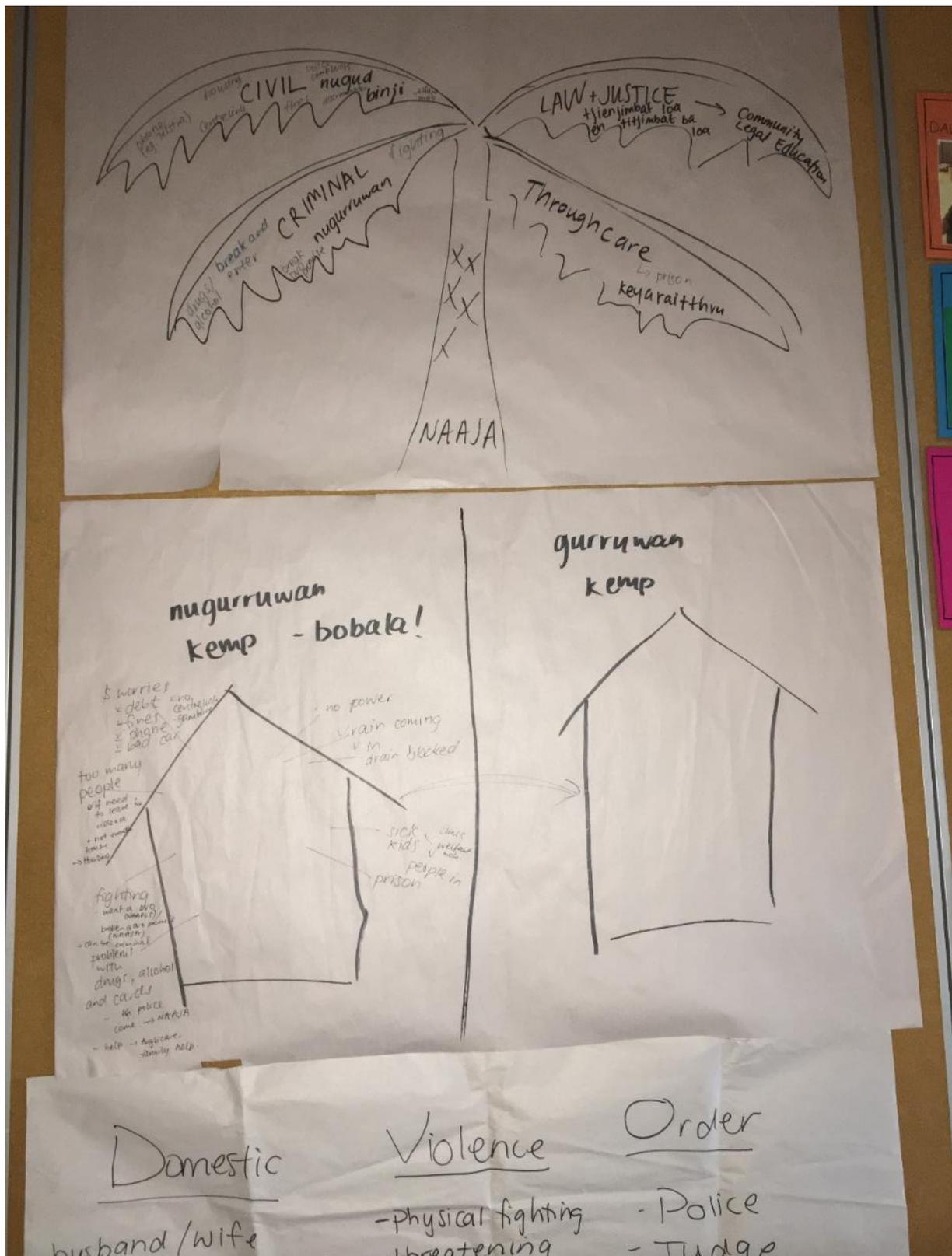
#Community in this data collection included seven stakeholder organisations including the Yugul Mangi Development, Stronger Communities Program, Ngukurr Language Centre, NT Police, PMC, Ngukurr School and CFC staff, consisting of over 40 workers from the community. NB: this question was answered by the community cohort # as detailed below not the families of the children surveyed

Outcome 3: Community Narrative

When surveyed, our cohort of families identified that they participate in activities such as reading, copying activities, seeing and listening games, naming and showing new objects along with incorporating culture into this learning by showing to children their family members and what relationship they are along with singing of traditional songs at home.

Many of this cohort identified their number one source of assistance, if needed, would be from family in particular from grandmothers, along with from other sources in community such as the CFC, School and Clinic, with 70.5% identifying they would seek assistance if needed. We therefore need to look at the close to 30% they said they would not or did not answer the question to better understand how we can work together in community to provide this information and access to these families.

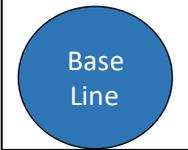
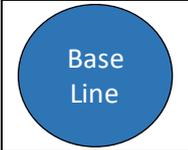
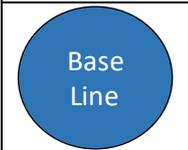
Families were not asked the questions in regards to whether they understand their children's learning and development needs questions, however the community* were and the response from stakeholders and the workforce in community was that they believe 35% of families understand their children's learning and development needs. It is planned that in the next report we will collect this information from both families and the community, in addition to relevant staff, which we identified as staff at the CFC and Ngukurr School of which 45% believe families understand their children's learning and development needs. All new families are orientated into the CFC and its services and receive a handbook along with being encouraged to document what outcomes they want for their children while attending the service in the enrolment process, This links closely to their child's learning and development needs, so perhaps this is the reason why staff at the CFC indicate that 10% more families understand their children's learning and development needs, compared to this in the wider community.



Information sessions with NAAJA and Playgroup/FaFT

Based on this families who would seek assistance if they thought needed it and where they would seek assistance from we hope that we can identify how and why families report an increased capacity to understand and manage the needs of their family. This information is also likely to be made available in the Community Engagement Survey undertaken by the Stronger Community Program and we hope that the services such as Centrelink, Catholic Care, North Australian Aboriginal Justice Agency (NAAJA) and North Australian Aboriginal Family Legal Service (NAAFLS) run from the CFC help contribute.

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

	Less than 20% of families not currently engaged (in CFC) are represented in engagement activities
	Greater than 80% of families have active participants in programs
	Greater than 80% of families believe that they contribute to decision making

Outcome 4: Community Narrative

At the Guluman CFC our team works closely to ensure that all children in community are engaged some type of early childhood program, service or event – whether that be playgroup, FaFT, Child care, Preschool, Home visits undertaken by our FaFT team, KICS in the park (travelling remote playgroup based in Kathrine) or range of other activities. Regularly throughout the year clinic data is cross referenced with children enrolled and/or engaging in early childhood programs and those that are not are followed up.

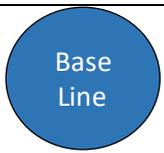
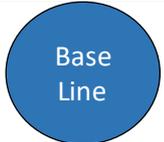
While 94% of families surveyed identified that they have active participants in programs, when the community, including stakeholders and workers in community were asked this question they believed that only 40-60% of families in community have active participation in their programs. We hope to be able to look into this data before the next report and understand why there is a perceived difference between what family’s state and community believes in regards to this.

Feedback is regularly sought from families and community about the CFC through community whispers, our open door policy and formal feedback each year, such as our annual feedback forms and School Nutrition Program (SNP) survey. Most recently in the Stronger Community Program *Community Engagement Survey* in the later part of 2018. It is very pleasing to note that the Guluman CFC was ranked as the number one service provider in community with approximately 82% of those surveyed happy with the services provided at the CFC. Once the survey results are finalised (anticipated for March 2019) it will be great to be able to review in more detail and see how we might be able to further improve this satisfaction and see what is that we are doing that 4 out of 5 in community are happy with.

It should be noted that this high level participation and contributing to decision making can also be seen from our Child Care and Preschool Assessment and Rating in which was undertake for both services in 2016 and again in 2018 for Preschool, where they were assessed as *Exceeding in Quality Area 6 – Collaborative partnerships with families and community*, which further exemplifies the value of with working with and listening to families in and the community of Ngukurr.

Some great examples of families being strong and empowered in their children’s learning is the various family members (parents, grandparents and other families members) who accompany their children when they attend our programs each day. Also in particular those staff at the CFC including in playgroup, FaFT, Child care, Preschool and roles such as cleaners, groundsman and cook, who we have been able to employ after they attended our centre as parents and family of children attending and have continued their involvement and interest in their child/ren’s learning and development at the CFC and likewise at Ngukurr School.

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

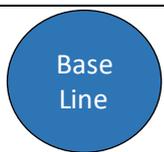
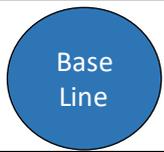
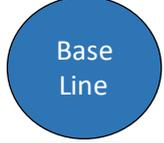
96% of community surveyed, stakeholders and the workforce identified that they think their community is child friendly.

Following the Stronger Communities Program survey being published we look forward to seeing if we can find any evidence why the families and community surveyed in collating data for this report indicated that they have “good” decision making input, including why they believe their input is good but also why it is not significant or total decision making input.

Interesting to note in the Stronger Communities Program survey the housing issues that were identified were not all about new houses being needed, which is often the perceived problem and issue in community and that we need more houses. The issue and problem raised is around overcrowding, with community reporting that they don’t want new houses, but want more bedrooms in their houses (not the 2 and 3 that is currently being built) as they like living in family housing and they need 5+ bedrooms. This is an important area that we look forward to being involved in further discussions and advocating for our staff and families at the CFC, to ensure their input in decision making is present and considered when decisions are being made on housing in community in the future.

We also plan to look at the membership of local community members in local groups, organisations and/or programs and how they value their decision making input and what can be done to improve this if needed, in particular for our CFC Reference Group and the Stronger Communities Program.

OUTCOME 6: A strong Aboriginal workforce enables sustainable local communities

	60-80% of employees across all service providers are Aboriginal
	20-40% of Aboriginal employees have formal qualifications
	60-80% of Aboriginal employees are actively working towards a relevant formal qualification

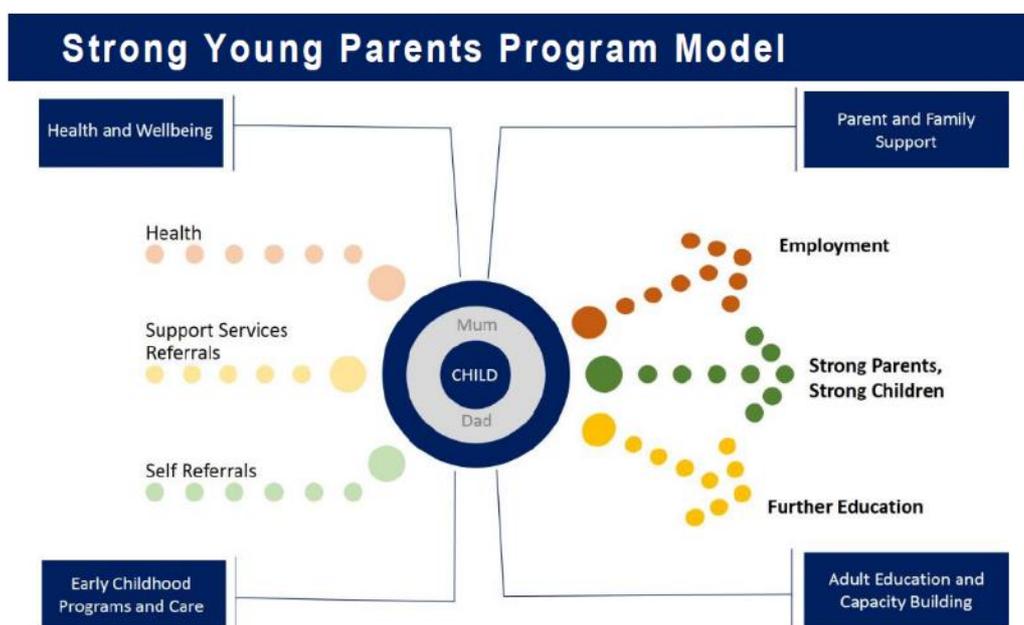
Outcome 6: Community Narrative

While the Aboriginal population in the Ngukurr community is 93.4%, across the seven stakeholder organisations who provided responses to our survey, 75% identified as Aboriginal. It is pleasing to note that the CFC is currently above average with 83% of staff employed being Aboriginal.

Those 33% of community surveyed that have formal qualifications, identified their qualifications in a variety of certificates including Cooking and Early Childhood Education and Care.

There is currently also a lot of opportunity for locals to participate in non-formal qualifications such as, pre-employment aged care and disability training, bronze medallion, pool life guard, CPR, senior first and a range of other governance and leadership courses and programs.

It is also envisaged that the Strong Young Dads program, which commence in June 2018 and has employed two local young dads, will starting their formal program in early 2019. This program will provide opportunity for young locals dads to not only get skills and education on parenting and family support, but will also have an adult education and capacity building element to be chosen by the cohort of young dads who sign up to the inaugural program.

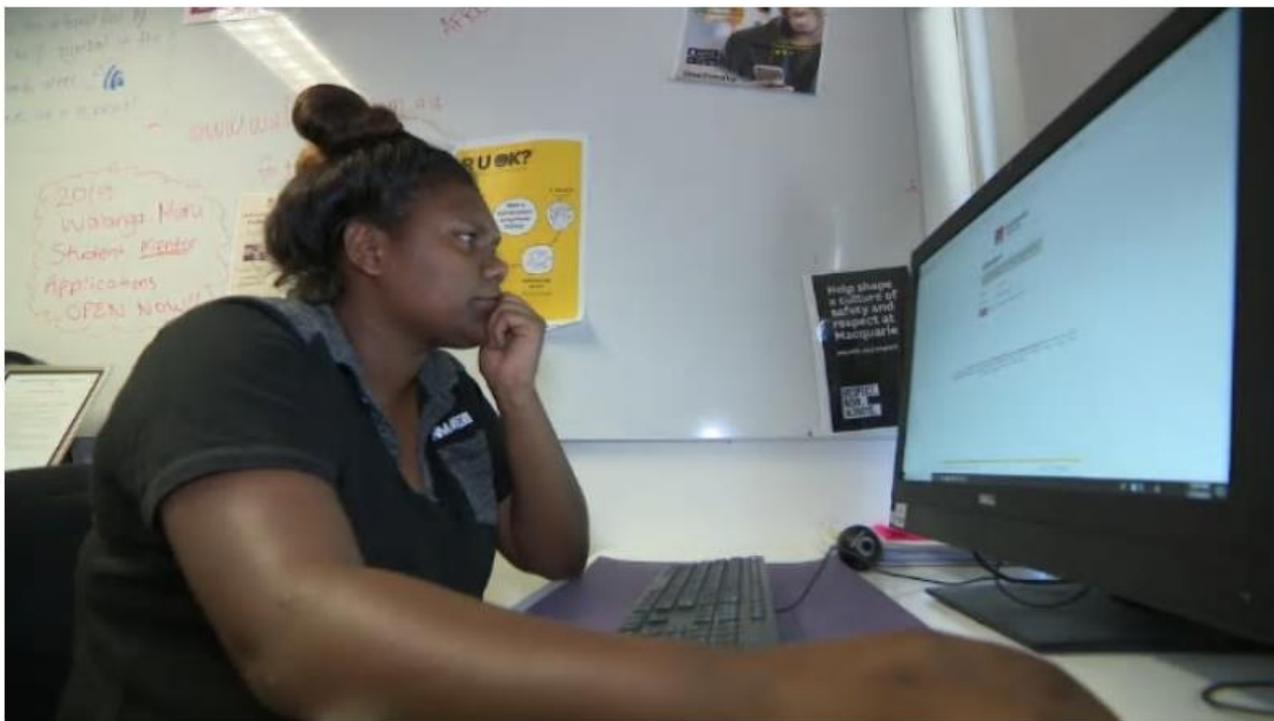


Of great significance is that 73.3% of community surveyed stated that they are actively working towards a relevant formal qualifications. The CFC and School have been well supported by Charles Darwin University (CDU) and Batchelor respectively, with staff at the CFC enrolled in Australian Children's Education & Care Quality (ACECQA) approved courses, including Certificate III and Diploma of Early Childhood Education and Care. With staff at the school working towards their Certificate III and IV in Education Support through Batchelor Institute.

Another great opportunity to start with non-formal qualifications (leading to formal qualifications) has recently arisen for the locals of Ngukurr through Macquarie University who held its first six-week 'Bush University' trial, located on the outstation of Wuyagiba in Ngukurr in late 2018. 13 of these students all from Ngukurr, embarked on their university studies at Macquarie University in Sydney this year. They will start studying a Bachelor of Arts and Macquarie University encourage their Indigenous students to do cadetships as part of their degrees, so there will be opportunities for the students to come back and get work experience in local organisations in Ngukurr during their second year of studies.

Some links to stories about the students are located at:

- SBS - <https://www.sbs.com.au/news/bush-university-graduates-from-arnhem-land-begin-studies-in-sydney>
- NITV - <https://www.sbs.com.au/nitv/article/2019/02/19/bush-university-students-inspired-be-next-community-leaders>
- The Australian <http://online.isentialink.com/theaustralian.com.au/2019/02/19/3855f6c6-b259-45c8-9dd4-7596c8ed5f37.html>



Melissa Andrews-Wurramarrba wants to be the first Indigenous primary school teacher in her community.

Source: NITV News