

Ngukurr Child and Family Integrated Services Annual Report

January 2020 to December 2020



Document title	Ngukurr Child and Family Integrated Services Annual Report
Contact details	Early Childhood Education and Care (ECEC)
Approved by	Director, Remote Early Childhood and Integrated Services (RECIS)
Date approved	12/05/2021
Document review	Annually
TRM number	

Version	Date	Author	Changes made
1.0	13/05/2021	RECIS	Final version for publication

Acronyms	Full form
ACECQA	Australian Children's Education and Care Quality Authority
AEDC	Australian Early Development Census
ASQ-TRAK	Ages and Stages Questionnaire -TRAK
CDU	Charles Darwin University
CFC	Child and Family Centre
CPR	Cardiopulmonary resuscitation
CSFK	Car Seats for Kids
EAP	Educational Adjustment Plan
ECEC	Early Childhood Education and Care
ECEI	Early Childhood Early Intervention
EYLF	Early Years Learning Framework
FaFT	Families as First Teachers
FAST	Families and Schools Together
FE	Family Educator
FLO	Family Liaison Officer
IFSS	Intensive Family Support Services
ILC	Indigenous Language Curriculum
KICS	Katherine Isolated Children's Service
LDM	Local Decision Making
LOC	Learning on Country
MECSH	Maternal Early Childhood Sustained Home-visiting
NAAFLS	North Australian Aboriginal Family Legal Service

Acronyms	Full form
NAAJA	North Australian Aboriginal Justice Agency
NDIS	National Disability Insurance Scheme
NLC	Northern Land Council
NT	Northern Territory
PEG	Percutaneous Endoscopic Gastronomy
RECIS	Remote Early Childhood and Integrated Services
RSAS	Remote School Attendance Strategy
SCfC	Stronger Communities for Children
SNAICC	Secretariat of National Aboriginal and Islander Child Care
SNP	School Nutrition Program
SPWBK	Strongbala Pipul Wanbala Bois Komiti
YMDAC	Yugul Mangi Development Aboriginal Corporation

Contents

Background	5
Definitions	6
Collaborative Change Cycle	9
NT Child and Family Outcomes Framework.....	10
Ngukurr Community Vision	11
Ngukurr Community Population.....	11
Number of Children.....	12
Guluman Child and Family Centre.....	12
Ngukurr Collective Impact	13
Back Bone & Container for Change	14
Common Agenda & Community Aspiration	14
Shared Measurement & Strategic Learning.....	14
Continuous Communication & Community Engagement.....	15
Mutually Reinforcing Activities & High Leverage Activities	15
Ngukurr Collaborative Change Cycle Progress.....	16
Leadership	16
Collaboration.....	16
Community.....	17
Measurement.....	17
Innovation.....	17
Australian Early Development Census 2018 Profile.....	18
Ngukurr Child and Family Integrated Service Outcomes Progress	19
Outcome 1: Community Narrative	19
Outcome 2: Community Narrative	22
Outcome 3: Community Narrative	25
Outcome 4: Community Narrative	28
Outcome 5: Community Narrative	30
Outcome 6: Community Narrative	31
Attachment A – Guluman Child and Family Centre Local Outcomes Framework.....	34
Attachment B - Guluman Child and Family Centre Outcomes Framework - pictorial version DRAFT	35
Attachment C - BELONGING, BEING & BECOMING LEARNING QUILT	36
Attachment D - Local Outcomes Framework for Guluman Child and Family Centre.....	37

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

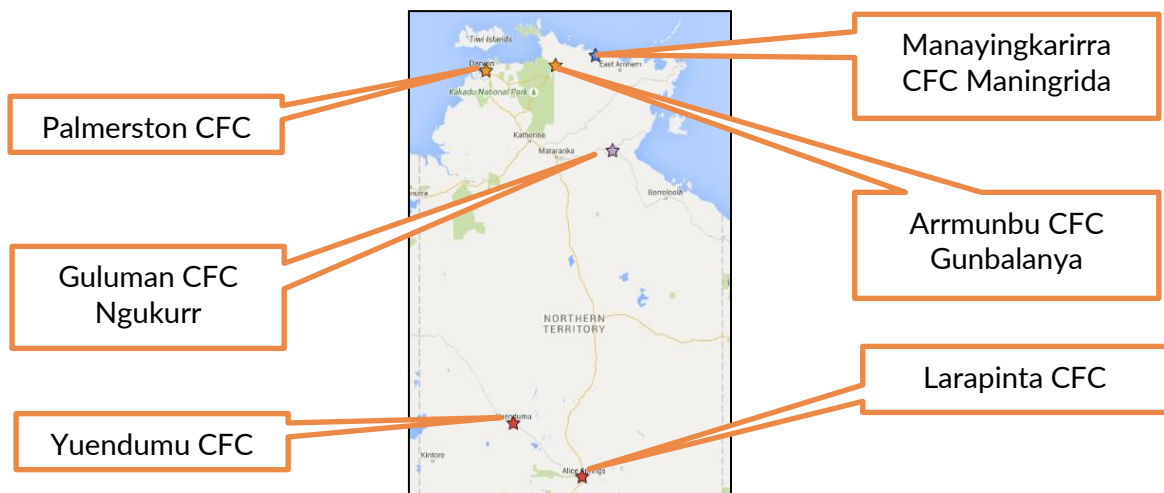
Families and communities support their children, pre-birth to five years of age, to have the best possible start in life and grow to be strong, healthy, safe, confident and capable learners.

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://digitalibrary.health.nt.gov.au/prodjsui/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 Impact² 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.

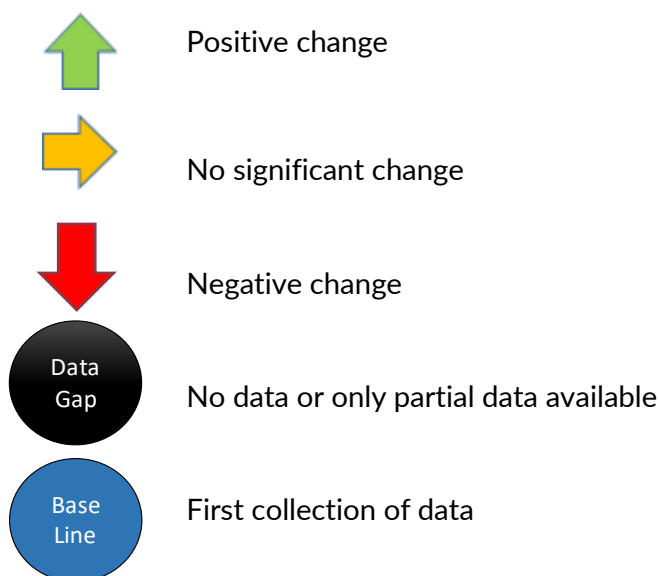
The NT Child and Family Outcomes Framework identifies objectives, strategies and actions under each outcome. It also describes the performance indicators which will enable communities and the system to determine whether the strategies and actions are improving outcomes for children and families in each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



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 Aboriginal Corporation (YMDAC) 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 1149 people in Ngukurr. Of these 1149 people, 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	14	11	10	8	31	74
Male	5	8	3	4	14	36
Female	9	3	5	4	17	38
Indigenous	14	11	10	8	29	72
Non Indigenous	0	0	0	0	2	2

The data detailed above was sourced from Ngukurr Clinic, Sunrise Health Service as at 17 September 2020. Of the 74 cohort, over 97% of children in this cohort identify as Aboriginal. It should be noted that three non-indigenous children were not identified in the clinic data - two regular attenders of preschool (a male aged in the 4-5 group) and childcare services (a male aged in the 3-4 group), along with a female transition student in the 4-5 age group. Children that were aged five at the time of the data being sought were included, 13 of these children in the four to five year age group attend transition at Ngukurr School and are not directly engaged with Guluman CFC services such as playgroup, FaFT, child care or preschool.

Guluman Child and Family Centre



The Guluman CFC is an Integrated Family Service Centre. Within the building is the preschool, child care, 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 there is 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 regular 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 and the Christmas concert and party. In addition to these events are educational workshops which have been held in partnership with Roper Gulf Vet, BodyFit visiting Physiotherapists, Legal Aid Services 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, there is a CFC leadership team which includes:

- Ngukurr School Principal
- CFC Integrated Services Leader

- CFC Aboriginal Co-ordinator
- Strong Young Dads Program Co-ordinator
- Strong Young Mums Program Co-ordinator
- Families as First Teachers (FaFT) Family Educator (FE)
- FAFT Family Liaison Officer (FLO)
- Preschool teacher
- Preschool assistant teacher
- Childcare teacher

Ngukurr Collective Impact

Over the past three years, while there has not been a formal collective established, there are a number of initiatives which continue to take place in community. These initiatives can be seen as work towards collective impact within the wider community and the Ngukurr Collective in the 0-5 space, until a formal agreement is in place. This includes a range of stakeholder meetings throughout the year, including regular boards and committees that meet 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

The Ngukurr Collective in the 0-5 space has involved the CFC leadership team, CFC reference group (School Council) and the Stronger Communities Program. Most importantly the relationship that the CFC and Stronger Communities Program has been able to establish over the past three years. Since 2016 when the then Stronger Communities for Children (SCfC) program was established and based out of the Guluman CFC, the relationship has strengthened over time as communication takes place regularly and more frequently since the program was taken over by YMDAC 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 years 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. This includes their Languages & Culture/Meigim Kriol Strongbala (Make Kriol Strong) Program (now based at the school) which continues to work closely with the CFC staff and families on a range of projects including translating children's books into Kriol with the FaFT and playgroup team along with their Youth and Family Program who have also been working out of the CFC office space and most recently for a short period the Intensive Family Support Services (IFSS) which was taken over from Sunrise Health in July 2020.

A major development is that YMDAC supported by the Strongbala Pipul Wanbala Bois Komiti (SPWBK), Local Decisions Making process (LDM) for social services in Ngukurr, are moving forward in their development of a Community Cultural Governance Board to strengthen community governance and local decision making. They have employed a local Cultural Governance Manager to see this through in a model that honours the ancestral, current and future leaders, as well as the cultural foundations of the Yugul Mangi people.

YMDAC's Stronger Communities Program has commenced a three year community-led family violence prevention strategy with their partner agency Anglicare NT, creating a Ngukurr Family Violence Working Group consisting of the SPWBK and local representatives from other stakeholders across the community including senior cultural leaders. The strategy has a strong holistic community education approach. The Stronger Communities Program with Anglicare NT have also taken on the Intensive Family Support Program in Ngukurr. As part of their family centred focus, the SPWBK and YMDAC Board, in collaboration with the School Council and the Guluman Centre, have agreed to establish a Family Based Counselling service in Ngukurr as part of the Community Child and Family Funding. This counselling service is due to commence in 2021 is aimed to support not only children, but the family as a whole to address underlying trauma and issues.



2020 PROGRESS REPORT STRONGER COMMUNITIES NGUKURR

Back Bone & Container for Change

Although not formalised, our back bone for the 0-5 Collective in Ngukurr is the CFC key staff – Integrated Services Leader and Aboriginal Coordinator and the Stronger Communities Program. The container for change has to date been built with key leaders in community from YMDB, 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 into 2021.

Common Agenda & Community Aspiration

The common agenda for the Ngukurr Community has been the broader vision of the Stronger Communities Program of '*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 vision of the Ngukurr Collective for 0-5 is as defined in the Local Outcomes Framework for Ngukurr '*Ngukurr Community and it's families 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*' with the mission '*To establish a community led, integrated service support system focussed on children pre-birth to five years of age and their families*'. The community aspirations driving our common agenda have been acquired from the Community Engagement Study and Plan Ngukurr 2019, which was released in late December 2019. These aspirations for example have been used to inform decision making around the Community Child and Family Fund and what funding should be prioritised in regards to children 0-5 and their families and the strategies in the Local Outcomes Framework.

Shared Measurement & Strategic Learning

Once the collective is formalised, it is envisaged that a formal agreement or Memorandum of Understanding will be signed and will include the collection and sharing of data across stakeholders in community. While sharing of data has not been an issue amongst service providers, the long term plan is for a community-wide stakeholder agreement to be reached to enable the sharing of data across all organisations, where there are any gaps for example if detailed health data is needed. The data collected for this report, along with the Community Engagement Study and Plan Ngukurr 2019, 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.
















Continuous Communication & Community Engagement

The Stronger Communities Program has the whole community to continuously communicate and engage with. At the CFC, we focus specifically on our target stakeholders, including children 0-5, their parents and families that use or could use our services. The CFC uses the Ngukurr School and Ngukurr FAFT Facebook pages along with communication via posters and community whispers (word of mouth) to promote activities and events to our stakeholders and families. Likewise Stronger Communities use the Yugul Mangi Stronger Communities Ngukurr and one its programs Meigim Kriol Strongbala Facebook pages to communicate and engage with the community. The stakeholders in community have an email list that is used to communicate with each other. In addition we have identified with the Stronger Communities Program that we need to engage with those most affected and case management has occurred between stakeholders and programs where needed for example Intensive Family Support Services (IFSS) working with the Aboriginal Coordinator and Strong Young Mum and Dads program to support individuals.

Mutually Reinforcing Activities & High Leverage Activities

The findings from the Community Engagement Study and Plan Ngukurr 2019, have enabled the Komiti to prioritise the allocation of funds to community programs, events and activities. It is anticipated that both the CFC and Stronger Communities Program can provide significant opportunities for change within community and further innovate the way of working. A significant piece of work that has come from the work of CFC staff and those involved in the Ngukurr Collective 0-5 is the *Guluman CFC Local Outcomes Framework*. As detailed further in OUTCOME 4: All families have a voice and are active partners in the integrated services, this piece of work has been a collaborative and consultative piece of work carried out over the past three and a half years. The framework has been approved and signed off as seen at Attachment A and the pictorial display of this is currently being worked on with a graphic designer, as per the draft seen at Attachment B.

Ngukurr 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



While a shared vision has been adopted and a shared understanding has been built with the collective, across the Collaborative Change Cycle domains, we continue to create a shared vision across three of the five layers of the collaborative change cycle. The leadership layer has moved into scaling up, as the backbone facilitates the setting of priorities by the community decision making structure, following the release of the Community Engagement Study and Plan Ngukurr 2019, in late 2019/early 2020. Due to COVID-19, there were some disruptions to progress in terms of the collaborative change cycle domains in Ngukurr. It was however an opportunistic time to be able to focus on our own key work and business without the distractions from outside visitors, agencies and was a positive time in the CFC space.

Leadership

There is continued work to ensure that the community decision-making structure set priorities in regards to the Community Engagement Study and Plan Ngukurr 2019. We are working on commitment, competition and control, and are facilitating the setting of priorities using the community decision-making structure, in relation to the CFC local outcomes framework and confirmed by the Community Engagement Study and Plan Ngukurr 2019.

Collaboration

The ongoing work with the Ngukurr Child and Family Community Fund has seen parties working towards an agreed way forward of change and action from consultation and discussions that occurred in 2020 and the data from the Community Engagement Study and Plan Ngukurr 2019, finalisation of the local outcomes framework. Collaboration will be a key focus to move towards scaling up for the systems change domain for 2021.

Community

Through the Community Engagement Study and Plan Ngukurr 2019, community have mapped systems assets and strengths of community. While there have been some early and small wins, the allocation and commitments of funds were pending the Community Engagement Study and Plan Ngukurr 2019 and allocation of funding to broker the agreements. This can be seen in successfully securing funding for a second BabyFAST program in 2021, to be funded by the Stronger Communities Program.

Measurement

The CFC has had some significant wins in relation to sharing of information and data in 2020. However, it is recognised that there have been some barriers to the sharing of information/data within community from other agencies. Feedback loops are being built with the next milestone being to set goals and targets going forward for the collective and wider community in 2021.

Innovation






This newly added domain in 2020 will be a useful tool for moving forward with the implementation of the local outcomes framework. To date, we have been able to use innovation in the design of visually representing the local outcomes and this will ensure innovation is targeted to priority issues, engaging in innovative investment and funding of the work and developing models to support continued innovation.

Australian Early Development Census 2018 Profile

4 in 5 children vulnerable in 2 or more domains



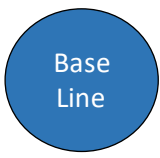

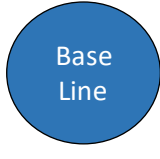

Proportion of children who were developmentally vulnerable by domain

Domain	2018	Domain icon	Description
Physical health and wellbeing	37.5%		Children's physical readiness for the school day, physical independence and gross and fine motor skills.
Social competence	41.7%		Children's overall social competence, responsibility and respect, approach to learning and readiness to explore new things.
Emotional maturity	41.7%		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)	92%		Children's basic literacy, interest in literacy, numeracy and memory, advanced literacy and basic numeracy.
Communication skills and general knowledge	76%		Children's communication skills and general knowledge based on broad developmental competencies and skills measured in the school context.

Community trend of vulnerability on two or more domains overtime

2009	2012	2015	2018
52%	19.2%	29.6%	80%

Ngukurr 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
	40% - 60% of children 0-5 are diagnosed with anaemia
	Greater than 80% of children 0-5 have participated in all standard health screening
	Less than 20% of children 0-5 display faltering growth
	Greater than 80% of children are developmentally on track in the Ages and Stages Questionnaire (ASQ-TRAK) domains: of Communication, Gross Motor, Fine motor, Problem solving and Personal-social

Outcome 1: Community Narrative

The CFC works closely with Ngukurr Clinic, operated by Sunrise Health Service, which have been located adjacent to each other for the past three years. In this time the relationship between the clinic and CFC has improved, and in particular the sharing of information in regards to immunisation details and assisting with the following up of children for appointments. Due to COVID-19, in 2020 the basic health screening in playgroup and FaFT and the monthly meetings, that would take place with the key CFC and FaFT staff, did not occur. Clinic staff advise the CFC when specialists are visiting, including paediatrics, dentist, physiotherapy or other services that visit the CFC to provide educational sessions to children and families, in particular educating on healthy living and good nutritional choices.

Data obtained from the Health Centre Manager at Ngukurr Clinic in February 2021, identified that of the 61 children aged 0-5, 55% are diagnosed with anaemia. It should be noted that after treatment (iron supplements - tablets or liquid for infants and young children) this percentage reduced to 24%.

A preventative measure is to eat foods that are rich sources of iron. When developing the CFC kitchen menu provided to child care and preschool and the FaFT menu, both in consultation with the clinic Dietician in 2019, we ensured the menu consists of healthy and balanced foods including meat, fish (tuna where possible), vegetables, fruits, cereals, and milk to help provide the nutrition and energy necessary for their growth. Eighty three percent of children 0-5 have participated in standard health screening. This has been a positive increase from 28% in 2018 and 25% in 2019, which could be a result of COVID-19 and children being in community and more accessible for health during the dry season. 12 of the 61 (or 19%) children aged 0-5 at the time of the data being provided displayed faltering growth, this is the first time this indicator and the percentage of children with anaemia has been reported on.



The community is very lucky to have a number of visitors, as mentioned above, which includes Healthy Harold. Healthy Harold is part of the Life Education Program. Harold is a lovable giraffe, caring and loyal friend and passionate advocate for the health and safety of all Australian children and their families (seen below visiting with Deb at Ngukurr School Council Child Care).

In 2020 the first Fun Colour Run was held by Sunrise Health with discussions about healthy lifestyle choices, as seen in the *Yugul-Ngukurr Nyus, Wanbala Bois-Bigis Ma Langgus Oct-Dec 2020, Page 1*.

FUN COLOUR RUN



SUNRISE HEALTH SERVICE held their Colour Run in Ngukurr Thursday 19 November. It was a fun filled evening for young people and their families. The event provides the opportunity for discussions about healthy lifestyle choices and included representation from the Heart Foundation, One Disease and other Sunrise Health Professionals. It also provides the Sunrise Remote Health Workers in Ngukurr a chance to promote themselves and their knowledge.

Sunrise Health Service acknowledge that without the support and assistance of community stakeholders and the residents the event would not have been possible. Congratulations to Sunrise and their Health Promotion team for putting on such a successful and fun event. Well done to all the stakeholders who provided their time and resources to make this event very special.

The great photos taken by Owen Stronell, Project Manager, EON Foundation show just how much fun the event was.

This year the FAFT team have completed 66 ASQ-TRAK's. Of these 66, 12 children had two ASQ's screening administered to them, which means that 53 out of the 74 children on the clinic list had an ASQ screening administered to them as part of the FaFT program, which is just over 70% of the cohort of 0-5 in Ngukurr. 85% of those children who had the ASQ TRAK are on track. Eight children either fell below in one or more areas, are already diagnosed or awaiting diagnosis:

- One child has a diagnosis;
- One child is awaiting diagnosis/was unable to complete ASQ-TRAK;
- One child fell below in one area;
- Three children fell below in two areas; and
- One child fell below in three areas.

The EON Foundation delivers the Thriving Communities Program, a nutrition-focused, healthy lifestyle and disease prevention program. The Foundation previously built a garden at the school and assisted with the existing garden at the CFC. In 2020, a vegetable and flower garden was developed in the CFC outdoor yard (pictured right) where children can look after and pick produce, including tomatoes, pumpkin, corn and sunflowers. For the majority of 2020, a local support worker from the EON Foundation was based at the CFC and worked across all services and programs to deliver a hands-on practical gardening, nutrition education, cooking and hygiene program. This included senior girls from Ngukurr School who visit on Friday mornings to help prepare morning tea and lunch provisions for the FAFT/playgroup and childcare.



Collaboration of Service Providers


Guluman CFC staff, FaFT, playgroup and childcare teams have been able to continue working closely with local Ngukurr, Katherine and Darwin based health personnel for a young four year old who is currently being fed via a percutaneous endoscopic gastronomy (PEG). In 2020 CFC staff have been working closely with the Early Childhood Australia Inclusion Professional to ensure that provisions are in place to support the child to attend childcare. Keeping up to date on the feeding regime, as well as undergoing further training to be able to feed the child whilst at childcare to ensure that staff are competent and confident in managing the feeding regime. This provides relief and assistance to the child's mother, a playgroup assistant, and their family. Further, an Education Adjustment Plan (EAP) was developed as the child will start preschool in 2021. This was supported by the Special Education Teacher at the school and senior staff at the CFC.

National Disability Insurance Agency (NDIA)

The Early Childhood Service Branch visited Ngukurr in October. Successful collaborative practices have been evidenced by the acknowledgement that a large portion of the work that is done in community in regards to accessing NDIA services is conducted in addition to staff's day to day roles and responsibilities, so it was heart-warming to receive this email from the SA/NT Project Officer on a visit to community in October 2020:

"I just wanted to thank you all for your time and the significant contribution you made to our visit to Ngukurr last week. The support you provide to young children, their families and the community is outstanding. Experiencing this first-hand has highlighted the need for considerable improvements between the NDIS and the community and its services, while also showcasing the opportunities within Ngukurr to provide community and funded supports for NDIS participants. I look forward to presenting my learning to the agency's leadership and working together with the Ngukurr community in the future." – Kylie English

Since this visit, a relationship has developed including the sharing of key contacts within community in regards to health and sharing of data such as ASQ-TRAK, which will support NDIA work in understanding the low number of Early National Disability Insurance Scheme's (NDIS) Early Childhood Early Intervention (ECEI) access requests for Ngukurr.

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

To collate data for this report, an online computer program randomly selected the families of 20 children within a cohort of 74 children, which was provided by the Ngukurr Clinic on 17 September 2020. Responses were obtained from 10 of the 20 children's families, equating to 13.5% of the 0-5 cohort.

As in 2018 and 2019, responses from surveyed families in 2020 identified that 100% believe that their child has a strong cultural identity. Families answered that their child/children:

- Identify family;
- Know family and relatives ;
- Learn parents culture;
- Understand where exactly they come from; and
- Know their relationship with community.

One thing that the CFC prides itself on is embedding culture into its day to day programs. This is achieved through the Belonging, Being & Becoming Learning Quilt (QUILT) developed for preschool and used across child care and FaFT. The QUILT seen at Attachment C not only incorporates the Early Years Learning Framework (EYLF) outcomes but also a cultural domain with competencies that 23 community members (elders) were consulted on in 2016 to understand what cultural knowledge a preschool student have before starting at school.

In 2020, we started facilitating conversations to discuss how we can integrate more cultural aspects into the outdoor play area at the CFC. A family and community survey (informed by the Community Engagement Study and Plan Ngukurr 2019) will be conducted in 2021 to provide community members an opportunity to share their ideas on culturally developing this space, whilst aligning the Education and Care Services National Regulations (National Regulations).

The Stronger Communities Program, through their community engagement study completed in 2018, identified community priorities were based on a broad range of community members. In the Progress Report published in January 2019, it identified on page 12:

Education for Young People

- *It was clear that traditional languages, Kriol and culture should be taught at the Ngukurr School.*

Since then, Ngukurr School, including the Guluman CFC have been able to successfully provide opportunities that along with measures outside of the school environment, contribute to children having a strong cultural identity, as detailed below:

1. Traditional language is now being taught and delivered through the Indigenous Language Curriculum (ILC) program with the Ngukurr Language Centre. Funding made available from the Ngukurr Child and Family Community Fund has been allocated for the 2018/19 and 2019/20 periods to be used to continue funding Language and Culture lessons run at the CFC by the Ngukurr Language Centre each week. A linguist was employed in September 2019 and will

continue her work until the end of term 1, 2021 under this funding. The aim of this allocation of funding 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. The reason for this allocation of funds is because these activities were identified by the community as priorities in the Community Engagement Study, carried out by the Stronger Communities Program.



Ngukurr Language Centre visits to child care (left) and preschool (right)

2. Kriol is being taught through the Meigim Kriol Strongbala project, facilitated by Stronger Communities Ngukurr Program.



Ngukurr Families as First Teachers
September 22, 2020 · 🌐

The FaFT Mums have been busy translating both picture books and songs to Kriol so that young children can have access to songs and books in their own language. This wonderful work has been facilitated by Carol and Greg from Meigim Strongbala Kriol who come into FaFT weekly and run translating sessions, Kriol reading and writing activities and even spelling tests! We are so grateful for their work which enables wonderful parent capacity building skills while also producing fantastic Kriol resources. Pictured here are Greg and Carol with some Families who are holding books and songs that have been translated into Kriol. We must also thank the Indigenous Literacy Foundation who kindly donate the books and Kriol Stickers to go alongside them. Stay tuned for our Kriol songbook coming up soon!



3. Culture is being taught to students at school through the Learning on Country (LOC) Program in conjunction with Yugul Mangi/Northern Land Council (NLC) Rangers and Department of Education. All of these activities extend to the Guluman CFC children, including bush tucker sessions with the Yugul Mangi/NLC Rangers. Additionally, every Friday the FaFT team organise day trips to local areas for the FaFT and playgroup families.



Pictured above preschool students involved in LOC

Good News Stories for Ngukurr

Women's Bush Medicine and Soaps – The Strong Young Mums Program were involved in collecting bush medicines to bathe children and the making of soap, to bring traditional child rearing practices in the CFC, as pictured below left.



Indigenous Literacy Day (ILD) / Father's day – As pictured above right, Fathers and families were encouraged to come and sing Kriol songs, participate in reading and to take home books. A special Father's Day barbeque was also organised.






NAIDOC Week – Celebrations were held during the school term this year, which enabled the school and CFC to be able to get involved. Some of the activities can be seen to the right.

NAIDOC week is highly regarded in community, which is seen through the 2020 awards night held on Friday 13 November in Ngukurr. The event was driven by the Strongbala Pipul Wanbala Bois Komiti and supported in a collaborative effort by Yugul Mangi Development, MyCDP, Ngukurr School, Remote School Attendance Strategy (RSAS), Learning on Country, Ngukurr Language Centre, Ngukurr Art Centre, and Roper Gulf Regional Council. Well done to all the stakeholders on a great collaborative effort.

Ngukurr Families as First Teachers
November 13, 2020 · 🌐

This week Preschool, Childcare and FaFT joined together to sing some Kriol songs, have a play and wear some new shirts and tattoos to celebrate NAIDOC week!



Measurable Change	OUTCOME 3: All families are strong and empowered as partners in their children's learning and development
	Greater than 80% of families implement learning and development activities (inclusive of all non-formal environments)
	60% - 80% of families would seek assistance if they thought needed it
	Greater than 80% of families indicate that they understand their children's learning and development needs
	Relevant staff indicate that 60% - 80% of parents understand their children's learning and development needs
	60% - 80% of families report an increased capacity to understand and manage the needs of their family

Outcome 3: Community Narrative

As in 2018 and 2019, 100% of families surveyed in 2020 identified that they implement learning and development activities at home, using resources such as books and toys to encourage reading, maths and spelling, with one family saying that *"education is important"*.

As in 2019, in 2020, the CFC has focused on engaging with service providers such as North Australian Aboriginal Justice Agency (NAAJA) and North Australian Aboriginal Family Legal Service (NAAFLS) along with Centrelink, Catholic Care NT, NDIS and the No More Campaign to hold information and education sessions for parents, staff, community members, with the capacity for one-on-one appointments when these organisations are visiting community. This is important as 80% of respondents surveyed in 2020 (down from 90% in 2019 and 70.5% in 2018) identified they would seek assistance if needed. In 2021 we plan to look into why community indicated this to see if community are more informed from sessions that have been run.

All survey respondents stated they understand their child/children's learning and development. However, relevant staff indicated that just over 70% of parents understand their children's learning and development needs, this is being a decrease from the previous year. Once travel resumes post COVID-19 in 2021, we expect to re-focus on providing information and education sessions to parents, families and staff at the CFC in regards to child learning and development, through our service providers and local and Darwin-based FaFT staff. We hope to continue this work in 2021, particularly with our young parents programs as a focus.

Good News Stories for Ngukurr

Baby FAST – In January 2020, The CFC Aboriginal Co-ordinator attended the Baby FAST Coordinators professional development in Darwin with the FAST Trainers & Coordinators. Funds have been secured through the Stronger Community Program to fund a program in early 2021 due to the huge success of the program in late 2019.

Strong Young Dad's Cooking - In 2020 the Strong Young Dad's Program used men's cooking at the CFC and the EON pizza oven at school as an opportunity to engage with young fathers in community and provide capacity building opportunities, as seen below.

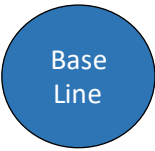




Car Seats for Kids - On 6 August 2020 (as seen below left) children, parents and families at the Guluman CFC participated in the Car Seats for Kids (CSFK) information session. Ngukurr Police Station staff came and talked about car seat safety and answered questions, which was joined by FaFT and playgroup families and the Intensive Family Support Service team. Kidsafe NT were thanked for providing the car seats for our community. We have now distributed all the baby seats allocated.



Collaboration of Providers – The Strong Young Dads' Coordinator, Strong Young Mums' Coordinator, Intensive Family Support Services Manager and Support Worker, Sunrise Alcohol and other Drugs Worker and CFC Aboriginal Coordinator have met to discuss the work they are doing , as well as plan collaborative activities and events to support families in Ngukurr (as seen above right). Additionally with the new team leader for Remote Family Support Services now based in Ngukurr safety co-ordinator meetings run by Territory Families are set to resume in 2021, which is a great collaboration of providers working with the same clients and families within community.

Maternal Early Childhood Sustained Home-visiting (MECSH) Program - Is being implemented as part of the NT Government's early childhood plan through Sunrise Health Service in Ngukurr. It is a structured program of sustained nurse home visiting for families at risk of poorer maternal and child health and development outcomes with a focus on 0-3 years of age. The program is planned to be supported by the clinic and two nurses who will work from the CFC alongside the FaFT and Strong Young Parents Program to collaborate due to alike clients of all programs. Recruitment is being finalised at the end of 2020 for these positions.

Measurable Change	OUTCOME 4: All families have a voice and are active partners in the integrated services
	Greater than 80% of families are represented in engagement activities
	60% - 80% of families have active participants in programs
	40% - 60% of families believe that they contribute to decision making

Outcome 4: Community Narrative

At the Guluman CFC our team continues to work closely to ensure that all children in community are engaged in some form of early childhood program, service or event.

In 2020, 100% of families indicated that they are represented in engagement activities, 90% saying yes through activities such as home visits, meetings, indigenous literacy day and the other family responding sometimes. This is a data gap as in 2019 the question asked was % of families not currently engaged (in CFC) are represented in engagement activities, which was 20-40%.

Of the 10 families surveyed, only two or 20% (same percentage as 2019) indicated that they do not have active participation in any of services in and through the CFC, with one commenting that they had been sick, which has impacted their ability to be an active participant in 2020. Having 80% of all surveyed families actively participating and 100% represented in engagement activities, is a great result for the activities and programs and events that are held. We have been able to identify that we need to focus on those families in community who are not active participants at the CFC in 2021.

With regards to decision making, 50% of families surveyed stated that they have contributed to decision making in 2020 (an increase from less than 20% in 2019), with 60% of those surveyed indicating they want to be more actively involved in decision making. Work in 2021 will be focused on working with families to better understand opportunities and explore how they can contribute to decision making, and having an active voice in services.

Feedback is regularly sought from families and community about the CFC through community whispers, our open door policy and formal feedback process each year, such as our annual feedback forms and School Nutrition Program (SNP) survey. There is a strong indication from the *CFC Outcome Framework Survey 2020* that families would like more home visits, with 50% of families surveyed listing this as a program or activity that can provide better support children and families. This will be a priority for work and planning in 2021.



Good News Stories for Ngukurr

Secretariat of National Aboriginal and Islander Child Care (SNAICC) Children's Day – The SNAICC Children's Day has become a regular event on the CFC calendar due to positive feedback from families and community, in regards to the importance to celebrating the early years, and promoting the importance of early years education and care. In Ngukurr the CFC team has seen the importance to celebrate this day in recognition of the critical role that family, community, country and culture play in children's development. SNAICC Children's Day in 2020 was celebrated with a barbeque lunch at the CFC with the transition class and crocodile slide provided by the Remote School Attendance Strategy (RSAS) team, as seen below.



International Women's Day - Due to funding made available from the Northern Territory Government, the CFC was able to host a number of events including a Women's High Tea and community barbeque breakfast. This was seen by many as an important celebration in community to recognise the work and significant contribution that women within the wider community, CFC and other stakeholders and programs have in community.



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 some decision making input

Outcome 5: Community Narrative

In 2020, 100% (90% in 2019 and 96% in 2018) of the community surveyed believe their community is child friendly, with one that said yes, *sometimes*.

When asked:

Do local governance groups, organisations and/or programs that are governed by local community members have *minimal / some / average / good / significant* input?




On average, the surveyed community thought they had some input. Over the three years of collecting this data there has been some confusion around how this question is asked and interpreted. From what has been observed, the community members surveyed believe that community members have some input to governance groups, organisations and/or programs, however the input they do have is good.

In 2021, we will continue to look at the membership of local community members in local groups, organisations and/or programs and how they value their decision making input, as well as what can be done to improve this, in particular for our CFC Reference Group and School Council.

COVID-19 has had a major impact on this outcome in 2020, as many meetings in community were postponed, rescheduled or still on hold due to the restrictions associated with operating in a COVID-19 safe way.

Good News Story for Ngukurr

Guluman Child and Family Centre Outcomes Framework – The community voice has enabled the finalisation of the Guluman Child and Family Centre Outcomes Framework. This has been a very positive piece of work that has come out of 2020. As seen the summary document at Attachment D, it has not been a quick process and has given the opportunity for all levels across community voice to be considered and provide feedback in shaping and finalising this framework.

Measurable Change	OUTCOME 6: A strong Aboriginal workforce enables sustainable local communities
	Greater than 80% of employees across all service providers are Aboriginal
	20% - 40% of Aboriginal employees are actively working towards a relevant formal qualification
	40% - 60% of Aboriginal employees are actively working towards a relevant formal

Outcome 6: Community Narrative

The Aboriginal population in the Ngukurr community is 93.4%, and across the stakeholder organisations who provided responses to the survey just over 80% of employees across those services are Aboriginal. This is an increase from 67.5% who were identified as Aboriginal in 2019.

Of the 30 community members surveyed, 80% reported that they have a qualification (up from 77% in 2019 and 33% in 2018) and identified their qualifications in a variety of certificates, including Ranger, Aboriginal Health, Sport and Recreation, Retail, English Studies and Languages, and Education Support. Community understanding and expectation of a formal qualification is very different to mainstream and it is not clear which of these qualifications listed above meet the qualification recognised under the Australian Qualification Framework for Education and Training. Of these community members, 43% stated that they are actively working towards a relevant formal qualification (a decrease from 55% in 2019 and 73.3% in 2018). This is consistent with the stakeholder responses stating that 45% of Aboriginal employees are actively working towards a relevant formal qualification.

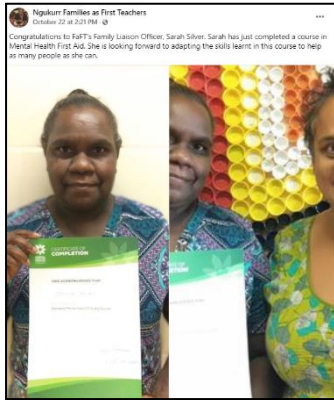
The Department of Education's, Literacy for Parents Program's: Strong Young Dads Program (commenced June 2018) and Strong Young Mum Program (which commenced in November 2019) based at the CFC has not yet enrolled participants in a formal education program, however it is anticipated that once things return to normal after COVID-19, this will commence in Ngukurr in early 2021. This program provides the opportunity for young parents aged between 15-25 years of age to not only learn skills and knowledge on parenting and family support, but also access an adult education and capacity building element to be chosen by the cohort of young parents.

There continues to be a range of opportunities for locals to participate in non-formal qualifications, such as Pre-Employment Aged Care and Disability Training, Bronze Medallion, Life Guard, CPR, Senior First Aid and a range of other governance and leadership courses. This year participants were able to participate in a two day Youth Mental Health First Aid Program and another two day Standard Mental Health First Aid Program in October 2020. Pictured below left is Sarah Silver the FaFT Family Liaison Officer who completed the standard course, as seen in the Facebook snip from Ngukurr Families as First Teachers page.

Ngukurr School provides work experience and the CFC has hosted a work experience student from the senior girl's class in 2020, Tesharna Farrell, is pictured right.



In Ngukurr Community there continues to be a range of opportunities 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. This year participants were able to participate in a two day Youth and two day Standard Mental Health First Aid program in October 2020. Pictured below is Sarah Silver the FAFT Family Liasion Officer who completed the standard course, as seen in the Facebook snip from *Ngukurr Families as First Teachers*.



The CFC and Ngukurr School continues to be supported by Charles Darwin University (CDU) and respectively, with staff at the CFC enrolled in Australian Children's Education and Care Quality Authority (ACECQA) approved courses, including Certificate III and Diploma of Early Childhood Education and Care. With staff at school working towards their Certificate III and IV and now Diploma in Education Support through BIITE. Additionally, staff at the CFC are supported in their professional development by Department of Education staff. Pictured above are CFC staff with Jodi Abbott, Early Childhood Quality Advisor (far left) at a staff professional development day held on site at the CFC.

Good News Stories for Ngukurr

Wuyagiba Study Hub – The Wuyagiba Study Hub continues to go from strength to strength, with five students from Ngukurr successfully graduating from a pre-university course held in South East Arnhem Land in 2020. Further details can be seen in the article below featured in the *Yugul-Ngukurr Nyus, Wanbala Bois – Bigis Ma Langgus* October – December 2020, page 16.


WUYAGIBA STUDY HUB – STUDENT GRADUATION

WUYAGIBA STUDY HUB held its graduation 21 November for eight successful students:

- Brianna Bara (Ngukurr)
- Walter Thimble (Ngukurr)
- Shemi-anne Farrell/Thompson (Ngukurr)
- Tonianne Roy/Hall (Ngukurr)
- Regina Rogers (Ngukurr)
- Zaccur Walden (Minyerri)
- Justin Redford (Maningrida)
- Jade Costales (Katherine)

The students completed a 10-week pre-university course which included writing an academic essay, blogs, a newspaper article, and the creation of a website. They learned about culture on country from their Bush Professor Kevin Rogers and his team.

Congratulations to all the students for their commitment, hard work and determination to finish the course. Four students have been offered places to Macquarie University in 2021: Brianna Bara, Jade Costales, Justin Redford and Walter Thimble. Well done to all the staff who worked hard to support the students through this challenging 10-week course.



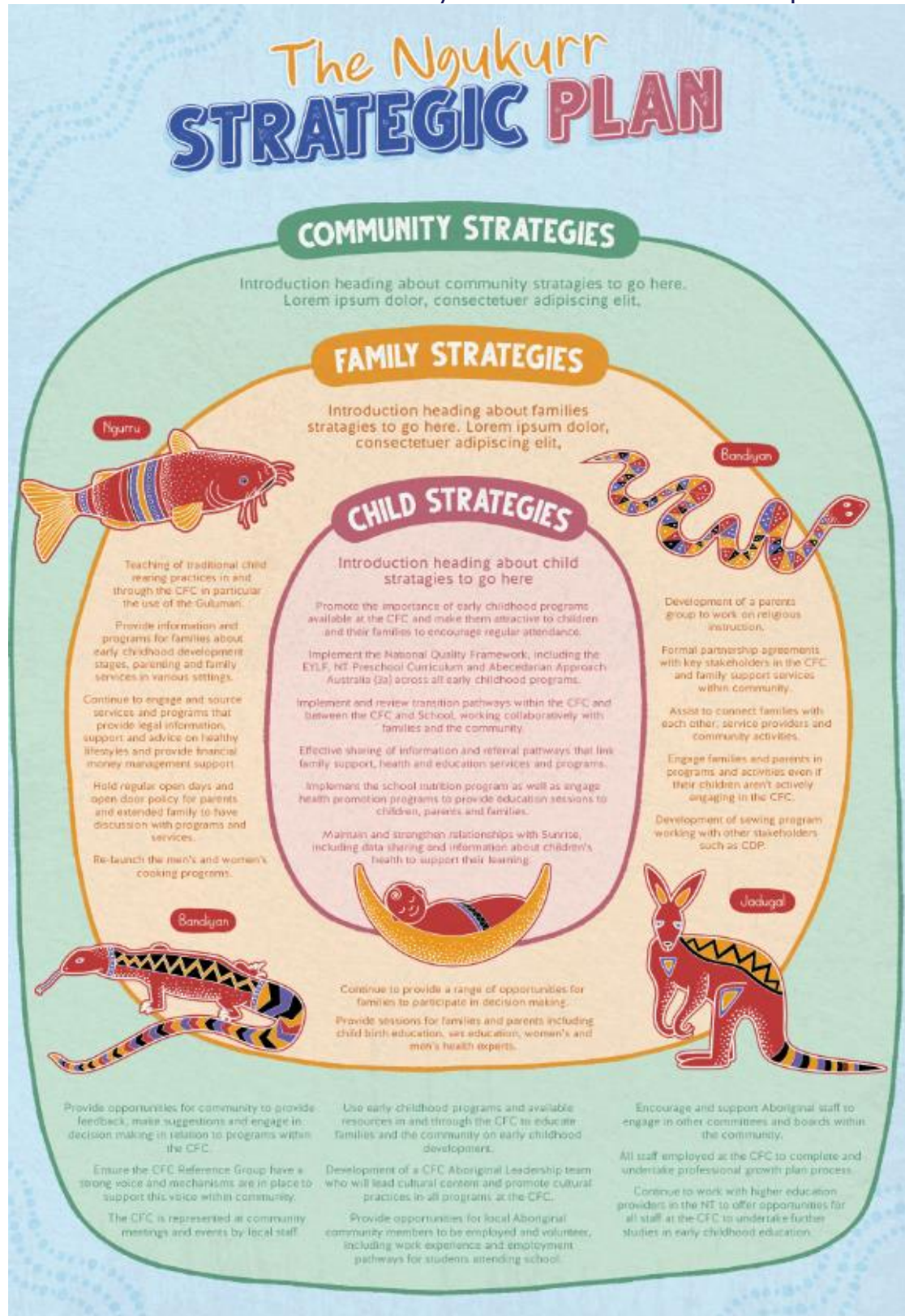
Study leave provision for local staff - The CFC's very own Aboriginal Co-ordinator, Vinette Ngalmi took six months study leave in Semester 2020 to further her studies after completing her Certificate IV in Education Support in 2019 through the Batchelor Institute of Indigenous Tertiary Education (BIITE). Along with Natasha Rami, an Assistant Teacher at the school, they begun studying towards their Diploma in Education Support at BIITE and completed a number of units from the Charles Darwin University (CDU) Undergraduate Certificate (Remote Educators).

Attachment A – Guluman Child and Family Centre Local Outcomes Framework




Guluman Child and Family Centre Outcomes Framework						
Vision	Ngukurr Community and it's families 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.					
Mission	To establish a community led, integrated service support system focussed on children pre-birth to five years of age and their families.					
Principles	<ul style="list-style-type: none"> Services are centred on the child and family and integrated Services and programs understand and privilege the local cultural context 			<ul style="list-style-type: none"> Services are committed to a long term, evidence informed approach Services are committed to prevention and early intervention 		
Outcomes	CHILD		FAMILIES		COMMUNITY	
ARACY Common Approach	Learning Positive Sense of Culture and Identity		Loved and Safe Healthy		Material Basics Participating	
Objectives	<ul style="list-style-type: none"> 1. All children are strong healthy, confident and capable learners and reach their full potential 2. All children have a strong cultural identity 		<ul style="list-style-type: none"> 3. All families are strong and empowered as partners in their children's learning and development 4. All families have a voice and are active partners in the integrated service 		<ul style="list-style-type: none"> 5. Community voice informs service provision in the integrated service 6. A strong Aboriginal workforce enables sustainable local communities 	
Strategies	<ul style="list-style-type: none"> • Increase the number of children participating in high quality early learning programs and their dosage. • Increase the number of children meeting the outcomes of the Early Years Learning Framework (EYLF). • Increase the number of children effectively transitioning from home and between early learning environments. • Increase children's pre-literacy and pre-numeracy skills • Early identification of children's health, development and learning needs. 		<ul style="list-style-type: none"> • Increase children's sense of belonging within the community. • Increase children's connectedness to culture. • Encourage, respect and respond to the voice of children. 		<ul style="list-style-type: none"> • Increase integrated community and service responsiveness to family needs • Increase families' knowledge of child development. • Increase families' capacity to understand and manage the financial, legal, social and emotional needs of their family. • Establish routines for a healthy lifestyle 	
Indicators	<ul style="list-style-type: none"> • Promote the importance of early childhood programs available at the CFC and make them attractive to children and their families to encourage regular attendance. • Implement the National Quality Framework, including the EYLF, NT Preschool Curriculum and Abecedarian Approach Australia (3a) across all early childhood programs. • Implement and review transition pathways within the CFC and between the CFC and School, working collaboratively with families and the community. • Effective sharing of information and referral pathways that link family support, health and education services and programs. • Implement the school nutrition program as well as engage health promotion programs to provide education sessions to children, parents and families. • Maintain and strengthen relationships with Sunrise, including data sharing and information about children's health to support their learning. • Develop a centre policy which promotes child and family wellbeing. • Ongoing support of the local EON Foundation staff member at the CFC working across our programs. 		<ul style="list-style-type: none"> • Embed the teaching and learning of local culture in all CFC programs, including QUILT cultural competencies. • Embed the use of bush food and medicine into the CFCs practices. • Strengthen already existing relationships with organisations in community such as the Yugul Mangi/Northern Land Council Rangers, Ngukurr Language Centre, Meigim Kriol Strongbala and school based Learning on Country (LOC) program, to support traditional learning for children and their families in the centre or on country. • Develop a relationship with the Ngukurr Art Centre, including incursions and excursions and learning about the local art from both male and females in community. 		<ul style="list-style-type: none"> • Teaching of traditional child rearing practices in and through the CFC in particular the use of the Guluman. • Provide information and programs for families about early childhood development stages, parenting and family services in various settings. • Continue to engage and source services and programs that provide legal information, support and advice on healthy lifestyles and provide financial money management support. • Hold regular open days and open door policy for parents and extended family to have discussion with programs and services. • Development of a parents group to work on religious instruction. • Formal partnership agreements with key stakeholders in the CFC and family support services within community. 	
Indicators	<ul style="list-style-type: none"> • Increased participation • Increased dosage • Vulnerability reduced as measured in the Australian Early Development Census (AEDC) • High quality services • Age appropriate Pre-literacy and pre-numeracy skills • Children's and families' voices inform decision making 		<ul style="list-style-type: none"> • Increased normal birth weight statistics • Reduced incidence of domestic violence • Reduced number of children in care • Increased awareness and understanding of child development • Improved family wellbeing • Families involved in decision making 		<ul style="list-style-type: none"> • Increased community capacity • Increased community awareness of child development • Increased local employment • Increased adult education and training opportunities 	



Attachment B - Guluman Child and Family Centre Outcomes Framework - pictorial version DRAFT



Attachment C - BELONGING, BEING & BECOMING LEARNING QUILT

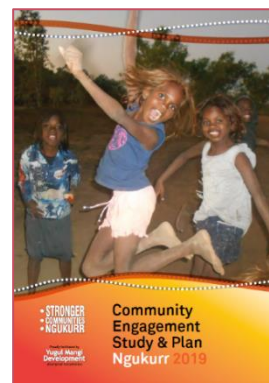
 <p align="center">Preschool Belonging, Being & Becoming Learning Quilt</p> <p>Name _____</p> <p>Term 1 Term 2 Term 3 Term 4</p>			<p>Aware of and uses the 5 senses to express opinion</p> <p>Is aware of other cultures not only their own</p> <p>Uses technology as a learning tool: * Camera * iPad</p>			<p>Talks about the world around them</p> <p>Outcome 2: Children are connected with and contribute to their world</p> <p>Aware of rights * Owns behaviour * Contributes to the development of rules * Understands Concepts fair/unfair</p>			<p>Explores other identities through role & dramatic play</p> <p>Independently carries out class room responsibilities * Prompted packs up * Not prompted</p> <p>Shares theories and Ideas with others through verbal and nonverbal ques</p>																	
<p>Makes and maintains friendships with * Children * Adults</p> <p>Play * Solitary * Parallel * Co-operatively</p> <p>Has a try at new things: * With adult support * Without adult</p> <p>Displays ability to * Share * Turn taking * Be tolerant</p>			<p>Separates happily from parent/carer</p> <p>Outcome 1: Children have a strong sense of Identity</p> <p>Appropriate group time behaviour</p> <p>Cares for and is responsible for own belongings</p>			<p>Follows preschool routines and expectations</p> <p>* Self regulates * Adjust to change * Identifies emotions</p> <p>Gives: Name Age Names members of own family</p> <p>Seeks help when needed</p>			<p>Linked outcome 1 and 2 Cultural Competencies Community Identified needs</p> <p>Know all the major animal hand signals</p>																	
<p>Knows Family relationships * Moiety groups * Skin Groups</p> <p>Uses tribal symbols in Artistic expression</p>			<p>Tells their own stories-land, culture</p> <p>Knowing at least 5 animal tracks</p>			<p>Participates in Bunggul, following the song lines.</p> <p>Knows all cultural seasons</p>			<p>Recognises numerals 0-10</p> <p>Counts 1-1 * To 10 * To 20 Beyond 20</p> <p>Explores scientific concepts * Designing * Measuring * Weighing * Transformation</p> <p>Patterning * Recalls missing object * Matching * Sequencing</p> <p>Identifies basic Shapes </p> <p>Identifies all primary colours and some secondary</p>			<p>Makes decisions and Choices</p> <p>Rote Count * To 10 * To 20 Beyond 20</p> <p>Completes inset Puzzles * 7-9 pieces * Interlocking puzzles</p> <p>Outcome 4: Children are confident and involved learners</p> <p>Preperations * on/in/out * in front of/behind * under/over between/next to</p> <p>Problem Solves and develops theories</p>			<p>Uses questioning to seek further information</p> <p>Creativity: * Drawing * Painting * Drama * Singing/Music * Rhythm</p> <p>Plays simple board games * Independently With adult help</p> <p>Uses construction equipment</p> <p>Effectively contributes to cooking activities</p> <p>Aware of similarities & differences * Big/small * Tall/short * Same as</p>			<p>Know their own animal dreaming</p> <p>Recognises bush medicine plants and bush foods</p> <p>Knowing Cultural Law * Family tree * Relationship Avoidance</p>								
<p>Running smoothly & turn on spot</p> <p>Cross the midline</p> <p>Right left brain cross over</p> <p>Hopping on each foot</p> <p>Balancing on each foot 5-8 seconds</p> <p>Climbs competently</p> <p>Spatial awareness</p> <p>Moves body to fit through, under and between objects</p> <p>Ball skills</p> <p>Catch with 2 hands away from body</p> <p>Use thumb to touch each finger</p> <p>Makes Choices</p>			<p>Sensible participant in emergency action practice</p> <p>Hammers nails</p> <p>Manages personal routines * Toileting * Handwashing * Dressing</p> <p>Outcome 3: Children have a strong sense of wellbeing</p> <p>Keeps self and others safe</p> <p>Shows awareness of others feelings</p> <p>Appropriate eating habits</p>			<p>Writing * Right/left hand * Uses sustainable pencil grip</p> <p>Has good control</p> <p>Scissor Skills * Straight lines Around a circle & triangle</p> <p>Drawing * Draws a person & body parts Representative pictures</p> <p>Manages * Glue * Sticky tape</p> <p>Can thread small objects</p> <p>* Build 10 block tower Copies block construction</p>			<p>Recognises numerals 0-10</p> <p>Counts 1-1 * To 10 * To 20 Beyond 20</p> <p>Explores scientific concepts * Designing * Measuring * Weighing * Transformation</p> <p>Patterning * Recalls missing object * Matching * Sequencing</p> <p>Identifies basic Shapes </p> <p>Identifies all primary colours and some secondary</p>			<p>Makes decisions and Choices</p> <p>Rote Count * To 10 * To 20 Beyond 20</p> <p>Completes inset Puzzles * 7-9 pieces * Interlocking puzzles</p> <p>Outcome 4: Children are confident and involved learners</p> <p>Preperations * on/in/out * in front of/behind * under/over between/next to</p> <p>Problem Solves and develops theories</p>			<p>Uses questioning to seek further information</p> <p>Creativity: * Drawing * Painting * Drama * Singing/Music * Rhythm</p> <p>Plays simple board games * Independently With adult help</p> <p>Uses construction equipment</p> <p>Effectively contributes to cooking activities</p> <p>Aware of similarities & differences * Big/small * Tall/short * Same as</p>			<p>Uses clear and effective speech * Talks in sentences * With adults With children</p> <p>Engages in conversations in * English Home Language</p> <p>Listens to others</p> <p>Tells stories & communicates ideas - drawings, copied symbols & some letters</p> <p>Asks questions</p> <p>Says most sounds correctly</p> <p>Responds to questions verbally</p>			<p>* Uses manners * Is respectful in conversation</p> <p>Describes/talks about feelings</p> <p>Outcome 5: Children are effective communicators</p> <p>Resolves conflict with adult help</p> <p>Follows one instruction</p> <p>Follows 3 unrelated instructions</p>			<p>Recognises own name Recognises some environmental print</p> <p>Copies own name</p> <p>Copies symbols</p> <p>Writes own name</p> <p>Experiments with other writing</p> <p>Demonstrates reading like behaviour Retells stories</p> <p>Repeats series of spoken words once aloud</p> <p>Listens to stories</p> <p>Responds to shared text</p>		

Attachment D - Local Outcomes Framework for Guluman Child and Family Centre

Guluman Child and Family Centre Local Outcomes Framework - UPDATE as at 1/9/2020

The aim was to consult with community and those involved in early childhood education in Ngukurr to develop local strategies for the Guluman Child and Family Centre (CFC) to replace the NT strategies. With the goal to work towards the objectives and achieve the outcomes for children, families and community in the Ngukurr Community. Consultation so far:

- 2017
 - CFC Staff – cultural eye workshop facilitated by Andrea Mcnair (see right)
 - CFC Reference group (Ngukurr School Council) – cultural eye workshop facilitated by Vinette and Melissa
 - Stronger Communities for Children Committee – cultural eye workshop facilitated by Vinette and Melissa
 - Discussed with GEC stakeholders and welcomed comments, feedback
- 2018
 - Internal workshop to develop a draft using the following documents:
 - Cultural eye workshops with staff and reference group.
 - Guluman CFC Strategic Plan 2017-2019
 - CFC action research planning tool developed in Sept 2016
 - CFC QUILT (framework of outcomes to be achieved by the end of preschool)
 - AEDC (Australian Early Development Census) Storyboard Workshop held Dec 2017
 - Ngukurr School Annual School Improvement Plan (ASIP)
 - Draft to CFC Reference Group and Strongbala Pipul Wanbala Bois Komiti for review and comment
- 2019
 - Awaiting *Community Study and Plan Ngukurr 2019* (cover as seen right) to finalise strategies and include those identified in the Community Plan Objectives and Activities (pages 52-73 of this document).
- 2020
 - Review the *Community Study and Plan* and ensure that those activities identified in the Community Plan which were linked to the CFC (15) form part of the Guluman CFC Local Outcomes Framework. These include:
 - i. 2.6 Cultural teaching: celebration of cultural events / LOC
 - ii. 2.8 Bush Daga and Bush Medicine Collection
 - iii. 2.11 Develop the Guluman
 - iv. 3.4 Strengthen and increase Kriol Literacy
 - v. 4.1 Traditional Language at the School
 - vi. 4.16 Cooking Program
 - vii. 4.17 Sewing Programs
 - viii. 4.25 Nutrition program
 - ix. 4.26 Community Run Program to get kids to School (RSAS Early years officer)
 - x. 4.3 BabyFAST program
 - xi. 4.6 Speech Therapy
 - xii. 4.7 Occupational Therapy
 - xiii. 5.7 Young Mothers Program
 - xiv. 5.8 Young Fathers Program
 - xv. 5.34 Provide Core of Life Training



Where we are at now - *Guluman Child and Family Centre Outcomes Framework - Final Draft* to be tabled at the 1 September 2020 CFC Reference Group (meeting of the Ngukurr School Council) for final review and approval and permission to go ahead with artwork design, seeking ideas and suggestions for this piece of work. At the 1 September 2020 meeting of the Strongbala Pipul Wanbala Bois Komiti it will be tabled for noting and seek ideas and suggestions re artwork design. By the end of 2020, have the final *Guluman Child and Family Centre Outcomes Framework* and supporting artwork design finalised for display in the CFC, distribution in community and included in the 2020 Outcomes Report.