CHILD AND FAMILY INTEGRATED SERVICES BI ANNUAL REPORT

January 2019 to December 2019
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Background

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

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

CFCs foster

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

The CFC Integrated Service paradigm represents authentic community co-design, joined up service provision, sustainable local employment pathways and most of all better education, health and social outcomes for young children.

Child and Family Integrated Services Vision:

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

Child and Family Integrated Services Mission:

To establish a community led, integrated service system focussed on children pre-birth to five years of age and their families

Child and Family Integrated Services Principles:

- Services are centred on the child and family and integrated
- Services and programs understand and privilege the local cultural context
- Services are committed to a long term, evidence informed approach
- Services are committed to prevention and early intervention
Definitions

Australian Early Development Census (AEDC)
The Australian Early Development Census (AEDC) is a nationwide data collection of early childhood development at the time children commence their first year of full-time school. The AEDC highlights what is working well and what needs to be improved or developed to support children and their families by providing evidence to support health, education and community policy and planning.

ASQ TRAK
The ASQ-TRAK is a developmental screening tool for observing and monitoring the developmental progress of Australian Aboriginal children at 2 months, 6 months, 12 months, 18 months, 24 months, 36 months and 48 months of age.

Child and Family Centre (CFC)
Child and Family Centres are a focal point for the integration of services focussing on children from before birth to 5 and their families within a community. They provide some services for young children and their families e.g. Families as First Teachers; child care; maternal and child health; etc. and connect families and children to other services in a community. CFCs foster:

- Shared understandings - Common principles in all program, policy and practice documents that are embedded in a common philosophy.
- Shared practices - Common evidence and outcomes-based practices across all services, with service providers and families reaching agreements about aims and outcomes characterised by a transdisciplinary teamwork model, universal core services to all families and children, and an inclusive and non-stigmatising approach to programming and planning.
- Leadership - Leaders that are well-trained and supported, effective in their roles, inspiring and supportive of all staff, and able to work across traditional divides.
- Co-design - Families and communities are partners in planning and governance. It is essential that any integrated centre is sensitive and responsive to diversity and to families’ and communities’ needs and priorities.

Child and Family Integrated Service
The CFC Integrated Service is model of authentic community co-design, joined up service provision, sustainable local employment pathways and most of all better education, health and social outcomes for young children. The CFC Integrated Service Model operates on the following principles:

- Services are centred on the child and family and integrated
- Services and programs understand and privilege the local cultural context
- Services are committed to prevention and early intervention
- Services are committed to a long term, evidence informed approach
Chronic Health Issues
The terms chronic disease, preventable chronic diseases, chronic conditions, long term
disease/conditions are commonly used interchangeably. In this report the term ‘chronic health issues’
is used to refer to conditions that are influenced by the underlying social determinants of health that
are largely preventable, and if addressed can minimise the onset of chronic conditions – please refer
to the NTG Chronic Conditions Prevention and Management Strategy 2010-2020¹.

Collective Impact
CFCs have adopted a modern Collective Impact approach with the CFC being the 'Back bone & Container
for Change' through which 'Continuous Communication & Community Engagement' supports the
identification and articulation of a ‘Common Agenda & Community Aspiration’ and encourages ‘Mutually
reinforcing & High Leverage Activities’ and ‘Shared Measurement & Strategic Learning’² across all service
providers.

- **Common Agenda & Community Aspiration**
  - A community led vision of a better future for children

- **Back Bone & Container for Change**
  - A team or individuals that mobilise stakeholders, demonstrate leadership, cultivate trust
    and empathy, facilitate change and sustain the process.

- **Shared Measurement & Strategic Learning**
  - A learning and evaluation process that provides real time feedback and robust processes
    for sense making and decision making

- **Continuous Communication & Community Engagement**
  - Authentic and inclusive involvement of a broad spectrum of stakeholders, particularly
    those most affected.

- **Mutually Reinforcing & High Leverage Activities**
  - Both mutual and independent activities that are adaptable, enable innovation and provide
    opportunities for change.

Cultural Identity
Cultural identity refers to a feeling of belonging to a group. It is part of a person's self-conception and
self-perception and is related to nationality, ethnicity, religion, social class, generation, locality or any kind
of social group that has its own distinct culture. In this way, cultural identity is both characteristic of the
individual but also of the group sharing the same cultural identity.

FaFT
Families as First Teachers program.

Formal Qualification
A qualification recognised under the Australian Qualification Framework for Education and Training.

Learning and development activities
Formal and informal activities that support the learning and development of children

Quality Formal Early Learning Programs
Quality Formal Early Learning Programs are planned and regular program delivered by qualified staff
utilising recognized curriculum and evidence based practices.

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

CFC Integrated Services are using the Collaborative Change Cycle developed by Collaboration for Impact 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 is plays an important part in achieving and sustaining real progress. These are leadership, collaboration, community and measurement.

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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.

- Positive change
- No significant change
- Negative change
- No data or only partial data available
- First collection of data
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 (YMDB) 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

<table>
<thead>
<tr>
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<th>0-1</th>
<th>1-2</th>
<th>2-3</th>
<th>3-4</th>
<th>4-5</th>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>8</td>
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</table>

The data detailed above was sourced from Ngukurr Clinic as at 23 September 2019 and attendance data at the Gulumain CFC. Of the 99 cohort, 95% of children in this cohort identify as Aboriginal. Children that were aged five at the time of the data being sought were included, 14 of these children in the four to five year age group attend transition at Ngukurr School and are not directly engaged with Gulumain CFC services such as playgroup, child care or preschool.

Ngukurr Gulumain Child and Family Centre

The Gulumain 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 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, 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 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
- Strong Young Mums Program Co-ordinator (new position filled in November 2019)
- Community Hearing Health Worker (vacant for majority of 2019)
- Families as First Teachers (FaFT) Family Educator (FE) and Family Liaison Officer (FLO)
- Preschool teacher and Assistant teacher
Child teacher and Assistants

Ngukurr Collective Impact

Since the 2018 report while there has not been a formal collective established, there are a number of things which continue to take place in community that can be seen as work towards the Ngukurr Collective Impact, until a formal agreement is in place. This includes:

1. National Indigenous Australians Agency (NIAA) staff based in Ngukurr co-ordinate stakeholder meetings, where representatives of organisations within community attend and provide updates and address any matters that are raised.

2. The local police co-ordinate a Community Safety Action Plan (CSAP) meeting, held at the Guluman CFC for all stakeholders in community to attend.

3. In addition to these stakeholder meetings 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

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 the relationship has strengthened overtime as communication takes place regularly and now more frequently since the program was taken over by YMDB 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 year we have seen the addition of the Languages & Culture / Meigim Kriol Strongbala (Make Kriol Strong) Program and the Youth and Family Program who have been working out of the CFC office space and working 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.

Back Bone & Container for Change

Although not formalised our back bone is the 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.

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 community aspirations will be acquired from the Community Engagement Study and Plan Ngukurr 2019, which was released in late December 2019.
**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 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. The 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.

**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 Study and Plan Ngukurr 2019* 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.

From the table below we can see that we continue to build a shared understanding across the four layers of the collaborative change cycle, as the leadership layer now moves into brokering agreement, as the back bone facilitates the setting of priorities by the community decision making structure, following the release of the *Community Engagement Study and Plan Ngukurr 2019*.

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**Ngukurr Collaborative Change Cycle Progress**

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<th>COLLABORATION</th>
<th>MEASUREMENT</th>
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<tr>
<td>Recognising possibility for change</td>
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<tr>
<td>Responding but not changing</td>
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![Progress](image) Previous years progress  ![Progress](image) Current years progress
Where we are at

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.

It should be noted that 2019 has been a somewhat unsettled time for Ngukurr Community (in particular for those that are part of the back bone) including but not limited to:

- Illness of key individuals in community
- Change in CEO of Yugul Mangi Development Board
- Change of provider of the CDP program from Roper Gulf to Yugul Mangi through the National MyCDP program ITEC Group Australia
- Ngukurr School Principal resigned after one year and the position was not officially filled for a period of 4 months
- Death of one of our beloved child care assistants in who suddenly passed away at home aged 35. Huge impact on the community and staff and children at the CFC and school, as she leaves behind two young boys aged 5 and 15. The CFC was able to help staff, families and children through the grieving process and a counsellor from EASA was arranged.
- At the time of preparing this report we learnt of the tragic death of a well-respected young male aged 24 and father in community. He was the previous strong young father coordinator and a member of the Strongbala Pipul Wanbala Bois Komiti. At the time of finalising this report and the start of the 2020 school year it has been clear to see the impact this tragic death has had on the whole community. The EASA counsellor that attended in 2019, has been arranged through the school to return to community and meet with school and CFC staff. The funeral is scheduled for the end of February, which is 8-9 weeks following his death.

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 Study and Plan Ngukurr 2019, working with commitment, competition and control and moved into the space of facilitating the setting of priorities by 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 – 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 Study and Plan Ngukurr 2019.
- Community – through the Community Engagement Study and Plan Ngukurr 2019, community have mapped systems assets and strengths of community and while there have been some early and small wins, we have been waiting for the final results of the Community Engagement Study and Plan Ngukurr 2019 and 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 for 2018/19 and 2019/20. The Collective will begin work in the new year to start discussions on allocation of funds for the 1920/21 period of funding.

In regards to the Stronger Communities Program, the Community Engagement Study and Plan Ngukurr 2019 (cover as seen below left) was released in late December 2019 and has been an integral piece of work for the program in 2018 and 2019, along with the Stronger Communities Program Ngukurr progress Report, January 2019 (cover as seen below right).
The addition of the following programs to their team in 2019, has been another important aspect to the work that they do in community:

- Languages & Culture / Meigim Kriol Strongbala (Make Kriol Strong) Program (further details on this program to follow in this report)
- Youth and Family Program.

The Youth and Family Program is open to all community members, represented by the voice of the Community and delivering on actions relevant to our program. At present they have a high representation of Community members through Youth and Family activities such as – Fishing, Camping, Hunting, Cultural programs, Sports, Youth and family group discussion, CDP, Youth Diversions and other Community support. This program has significant input from local community members, as their actions and/or services are guided by all Community members.

A hard copy has been distributed to every household in Ngukurr before Christmas.

An electronic copy has been distributed with the December Ngukurr News to all residents, and service providers on the distribution list. Soft and hard copies have been sent to National Indigenous Australian Agency and Department of Chief Minister’s office. Please contact stronger.communities@yugulmangi.com.au to access a copy.
OUTCOME 1: All children are strong, healthy, confident and capable learners and reach their full potential

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Status</th>
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<tbody>
<tr>
<td>Less than 20% of children 0-5 are diagnosed with chronic health issues</td>
<td></td>
</tr>
<tr>
<td>20-40% of children 0-5 have participated in all standard health screening</td>
<td></td>
</tr>
<tr>
<td>Greater than 95% of children 0-5 have an up to date immunisation record</td>
<td></td>
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<tr>
<td>Over 80% of children are developmentally on track in the ages and stages questionnaire (TRAK) domains of Communication, Gross Motor, Fine Motor, Problem solving and Personal-social.</td>
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</tbody>
</table>

Outcome 1: Case Story/Community Narrative

The clinic have advised that a chronic condition is a disease that lasts longer than three months and at the end of 2019, seven out of 67 children had chronic health issues, so just over 10% (just over 8% in 2018). The diseases that are included in this definition include: Bronchitis/Asthma, Heart murmur and Renal.

In the 2018 report standard health screening and immunisation were reported together, however these indicators have been split, so we now have new baseline data. As at the end of 2019 there were 25% (28% in 2018) 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 CFC works closely with Ngukurr Clinic, operated by Sunrise Health Service, which have been located adjacent to each other for the past two 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. Throughout 2019 there has not been a permanent child health nurse located in Ngukurr, although various nurses have acted in this role. As a result 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 occurred. During 2019 Sunrise also lost its two Dieticians, which has meant that they haven't been able to spend the time at the CFC with parents, families and the children to educate on healthy living and good food and drink choices.
Another example where the Guluman CFC staff including the Manager, FaFT, playgroup and childcare teams have been able to work closely with local Ngukurr, Katherine and Darwin based health personnel is that for a young three year old who is currently PEG fed. Born very prematurely and with Cerebral Palsy at three years old they are under 10kgs and the nutrition service has been established for CFC staff to be kept up to date on progress, trained and given time to practice, and become comfortable with giving feeds and also to provide respite for her family, when the child attends childcare. This will assist mum who works as a playgroup assistant and also to grandparents and other family who help care when they return to Ngukurr. The Clinical Dietitian & Home Enteral Nutrition (HEN) Program Coordinator at Royal Darwin Hospital (RDH), Ngukurr clinic staff, Sunrise Dietician and Body Fit NT (who have provided equipment to assist with sitting and showering for use at the CFC and at home) have all been involved in working together with the CFC to ensure everyone is kept up to date. This has also meant working closely with the Early Childhood Australia Inclusion Professional for Katherine and Remote region to ensure that provisions are in place to support the child when they choose to attend childcare.

As at the 25 November 2019, there were 46 Ages and Stages Questionnaire (ASQ) TRAK’s administered, with eight or nine to still be carried out before the end of the term. Approximately 55 ASQ TRAK’s will be completed in 2019 of those 55, eight (equivalent to 14.5%) have either previously or been newly referred for falling below cut-off (one with a diagnosis and receiving NDIS and one awaiting diagnosis and receiving NDIS early intervention). This is an improvement from the 2018 data where 20% had fallen below. In 2019 two children fell below in each of these domain’s Fine Motor; Gross Motor; Problem Solving; and Communication, with one child falling below in Personal/Social. One child was below in three domains, one in two domains and the others in one domain each. One of the students on the referral list were not in community when the ASQ TRAK was due and the cut-off date passed.

We have however been lucky enough to have the EON Foundation, Thriving Communities Program established in Ngukurr which delivers a food and nutrition focused healthy lifestyle and disease prevention program. They have built an edible garden at school and assisted with the existing garden at the CFC. In any sessions with EON if supplies cannot be sourced from the EON garden at school or the CFC, they need to be able to be purchased at the local store and the EON team delivers a hands-on practical gardening, nutrition education, cooking and hygiene program.
More good news stories for Ngukurr include:

1. **NDIS story** – A preschooler in 2019, who has been attending childcare for the past two to three years. After mum received a letter from the National Disability Insurance Scheme (NDIS) she came to the CFC asking the CFC Manager and teaching staff if they could explain the letter to her. After many phone calls and emails and being told that we were not authorised to speak/act on the mother’s behalf, we had a small breakthrough in August 2019, when the FaFT Family Educator preserved in assisting in finding a support coordinator for the child from Integrated Therapy Services. This has been the culmination of the CFC staff working closely with the Community Allied Health Team - Katherine Region, Top End Health Service, Department of Health, along with the Ngukurr School Special Education Teacher and Katherine based Inclusion Support staff. While this was a huge step forward, we are currently still awaiting another Occupational Therapist and Speech assessment. His family have supported their child to stay in preschool for another year, being a June baby they only make the new school year cut off by a few weeks. We look forward to working with the child, mother and family again in 2020 at the CFC!

2. **Vision support team story** – since 2018, CFC staff have been working closely with Department of Education’s, Education Advisor: Vision, Inclusive Practice, Student Well Being and Inclusion based in Darwin to support a child who again has been attended childcare for the past two years. The child was born with severe cataracts and has other learning and development needs that have possibly resulted from her impaired vision. An Education Adjustment Plan (EAP) was developed at the end of term 4 2018 for preschool 2019 and finalised again in 2019 to start transition in 2020, at the "Big School", across the road from the CFC at Ngukurr School. Visits over the past few years have been co-ordinated by CFC staff with the Community Allied Health Team - Katherine Region, Top End Health Service, Department of Health, along with the Ngukurr School Special Education Teacher and Katherine based Inclusion Support staff. Resources such as CCTV’s have been provided by the Vision Support team in Darwin for use at home and school, along with visits from Guides Dogs Australia to assess the classroom and home. We can report that this child has successfully started transition this year and is loving it!
4 in 5 children vulnerable in 2 or more domains

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<thead>
<tr>
<th>Domain</th>
<th>2018</th>
<th>Domain icon</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Physical health and wellbeing</td>
<td>37.5%</td>
<td>🧼</td>
<td>Children’s physical readiness for the school day, physical independence and gross and fine motor skills.</td>
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<tr>
<td>Social competence</td>
<td>41.7%</td>
<td>🧼</td>
<td>Children’s overall social competence, responsibility and respect, approach to learning and readiness to explore new things.</td>
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<tr>
<td>Emotional maturity</td>
<td>41.7%</td>
<td>🧼</td>
<td>Children’s pro-social and helping behaviours and absence of anxious and fearful behaviour, aggressive behaviour and hyperactivity and inattention.</td>
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<tr>
<td>Language and cognitive skills (school-based)</td>
<td>92%</td>
<td>🧼</td>
<td>Children’s basic literacy, interest in literacy, numeracy and memory, advanced literacy and basic numeracy.</td>
</tr>
<tr>
<td>Communication skills and general knowledge</td>
<td>76%</td>
<td>🧼</td>
<td>Children’s communication skills and general knowledge based on broad developmental competencies and skills measured in the school context.</td>
</tr>
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</table>

| Community trend of vulnerability on two or more domains overtime |
|----------------------|-------|-------|-------|-------|
|                      | 2009  | 2012  | 2015  | 2018  |
|                      | 52%   | 19.2% | 29.6% | 80%   |
OUTCOME 2: All children have a strong cultural identity

Greater than 80% of families indicate that their 0-5 children have a strong cultural identity

Outcome 2: Community Narrative

In collating family data for this report we used an online computer program to randomly select 20 children in the 88 cohort, provided by the Ngukurr Clinic on 20 May 2019. This sample accounted for 23% of the cohort. While all families in the random selection were Aboriginal, in the data as at 23 September there were just over eight percent of the 0-5 year old cohort who were not of Aboriginal descent.

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

- Nearly know her family
- Yes! He was very small when he was born, but now he’s grown very strong and healthy
- By Listening
- Hearing family voices

The Stronger Communities Program, through their community engagement study at the end of 2018, identified community priorities 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.

The School has been able to successfully provide these opportunities, as detailed below:
1. Traditional language is now being taught and delivered through the Indigenous Language Curriculum (ILC) program with the Ngukurr Language Centre, as per below story from the Yugul-Ngukurr News.

LANGUAGE PROGRAM AT NGUKURR SCHOOL

A team of Ritharrŋu / Wągilak speakers has been teaching language and culture classes in Term 4 at the school and Guluman Centre.

The language teachers and some senior community members decided what to teach in the classes. The students are learning Wągilak bungul, and some words about the bungul like guku (sugarbag) and workwark (crow).

The program started small this term so that the team could spend time planning. Next year the language teachers will use the NT Indigenous Languages and Cultures curriculum, and the program will grow.
2. Kriol is being taught through the Meigim Kriol Strongbala project, facilitated by Stronger Communities Ngukurr Program, as seen in the flyer below.

**Kriol Quick Facts**
- 20,000 speakers across Northern Australia
- Main language of all generations in Ngukurr
- English spoken at home: 7.3% (Nationally: 72.7%)
- Kriol spoken at home: 88.8%

**Kriol Education and Training**
- Programs in school and early education
- Focus on Kriol literacy, translation, cultural content
- Kriol language lessons for non-Indigenous residents
- Professional development for Indigenous teaching assistants
- All linked to school curricula and teaching assistant professional standards

**Kriol Resourcing**
- Kriol Alphabet poster, wall frieze and flashcards
- Commercially published translated books
- Local distribution of existing resources
- Bilingual website, Kriol-medium social media

**Results**
- Improve education through using home language
- Foster pride and identity as Kriol speakers
- Stronger links between school and community
- Elevate and legitimise Kriol

**Contacts**
Manager: Dr. Greg Dickson
Kriol language workers and teachers:
Carol Robertson, Glenda Robertson, Shania Miller
0400 086 582, [http://meigimkriolstrongbala.org.au](http://meigimkriolstrongbala.org.au)
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, as seen below (left) with preschool in the training room and below right, learning on country with community elders.

Funding made available from the Reform Management Office (RMO) to 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 in 2020 with this important activity in community.

Below: (Left) Ngukurr Language Centre staff can be seen delivering traditional languages to preschool children in the classroom and (Right) traditional Bunggul is delivered in the sandpit with childcare children, both at the Child and Family Centre in 2019.

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, in addition to having additional resources available in Kriol (another project funded with the Ngukurr Child and Family Community Fund. 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.

In 2020 we are planning to look at our outdoor play area at the CFC to see how we can build and further bring culture into this space. We will be conducting a family and community survey (and/or looking at the Community Engagement Study and Plan Ngukurr 2019) early in 2020 to get ideas that are linked back to what family and community want, is culturally appropriate and in line with the National Regulations.
OUTCOME 3: All families are strong and empowered as partners in their children's learning and development

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<tr>
<td></td>
<td>Great than 80% of families implement learning and development activities (inclusive of all non-formal environments)</td>
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<td></td>
<td>Over 80% of families would seek assistance if they thought they needed it</td>
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<td></td>
<td>Over 80% of families indicate that they understand their children’s learning and development needs</td>
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<tr>
<td></td>
<td>Relevant staff indicate that over 80% of parents understand their children’s learning and development needs</td>
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<td></td>
<td>60-80% of families report an increased capacity to understand and manage the needs of their family⁴</td>
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Outcome 3: Community Narrative

When surveyed in 2019 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 signing of cultural songs at home. As in 2018, 100% of those families surveyed in 2019 identified that they implement learning and development activities at home. One response was that, “Now I find, his laughing and smiling a lot and very happy.”

In 2019 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, National Disability Insurance Scheme (NDIS) and No More Campaign to hold information and education sessions for parents, staff, community and space for one on one appointments when these organisations are visiting community. Many of this cohort identified their number one source of assistance, if needed, would be from family in particular from grandparents with 90% (up from 70.5% in 2018) identifying they would seek assistance if needed.

Above: Information session delivered by NAAJA

Of the respondents 19 stated they understand their child/ren’s learning and development, with one not answering the question. In 2019 we have further focused on providing information and education sessions to parents, families and staff at the CFC in regards to child brain development and ages and stages of early childhood from FaFT staff from Darwin and local based staff and other visitors to community that we can utilise. We hope to continue this into 2020 as a focus with our Young Parent

⁴ Data collected for the Child and Family integrated Services Biannual Report July 2018 – December 2018
Programs – Mums and Dads. When community were asked this question over 91% of community thought that 40% or above of parents understand their child/ren’s learning and development, however only just over 26% between 60-80%. This is comparable.

While families and community were not asked about capacity to understand and manage the needs of their family in 2019, data from the Stronger Communities Program, Ngukurr Progress report, January 2019 stated that 93.9% of participants in their community survey believed there is a need for money management support in Ngukurr.

Further funding from the Reform Management Office to the Ngukurr Child and Family Community Fund was allocated to run a BabyFAST (Families and Schools Together) program in the 2019/20 period.

BabyFAST is a widely used multifamily group intervention model for young parents and their infants and toddlers (age 0-3). It works especially well for first-time mothers, and is intended to protect vulnerable families with risk factors, such as single-parent families, teen mums, isolated families, or within communities with higher risk factors. The program in Ngukurr started with an information session for community in May 2019, team training in September and was up and running for the eight week program over the last two quarters of the year concluding on 5 December 2019. Over 19 children aged 0-5 and their parent/s and family support attended the program.

The CFC Aboriginal Co-ordinator was further invited to attend the Baby FAST Coordinators professional development in Darwin with the FAST Trainers & Coordinators in late January 2020 in Darwin, as we hope and plan to be able to run the successful program again in Ngukurr later in 2020.
Initial feedback has been very positive with a high percentage of parents and support people wanting the program run again and the activities they enjoyed in the program included craft activities, singing with their babies, meeting other parents, having some “me” time.

While the feedback and data is still being analysed (and will be further report on to the RMO) it is interesting to note in the tables below the pre and post differences below for participating parents and support for young parents and in particular the increase in post BabyFAST for support for young parents.

At the end of 2018 School Council secured funding through the new child care package, Australian Government Department of Education, for Child care to continue operating until June 2023. This has meant that in addition to our preschool and FaFT/Playgroup services we can keep providing a quality early childhood program, with a qualified early childhood teacher along with locally employed childcare educators and keep fees accessible for all families.

With regards to “quality” early childhood programs, it should be noted that at the CFC our Preschool received a Meeting National Quality Standards in its Assessment and Rating at the end of 2018 (exceeding in two Quality Areas QA 5 – Relationships with children and QA 6 - Collaborative Partnerships) and further recent news that in the draft report for Ngukurr School Council Child Care, from its September 2019 Assessment and Rating, it has been proposed overall rating as Exceeding National Quality Standards. Exceeding in QA 1 – Educational program and practice, QA 4- Staffing arrangements, QA 6 – Collaborative Partnerships and QA 7 – Governance and leadership. Child care was previously assessed as Working Towards National Quality Standards. This is fantastic story for the children, families and staff of Ngukurr working at the Guluman CFC, a part of Ngukurr School and the Department of Education!
OUTCOME 4: All families have a voice and are active partners in the integrated services

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<td></td>
<td>Between 20-40% of families not currently engaged (in CFC) are represented in engagement activities</td>
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<td>Greater than 80% of families have active participants in programs</td>
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<td>Less than 20% of families believe that they contribute to decision making</td>
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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, Katherine Isolated Children’s Services in the park (travelling remote playgroup based in Katherine) 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.

Of the 20 families surveyed, only four or 20% (three no and one not yet) indicated that they do not have active participation in CFC programs. Of these four families, three or 75% identified that they do not attend any engagement activities. This is an increase to 25% (from 2018 which only saw less than 20%) of families not currently engaged (in CFC) are represented in engagement activities. To have 85% of all families surveyed either engaged with the CFC or represented in engagement activities, is a great result for the activities and programs and events that we run and we have been able to identify that we need to focus on the 15% of all families surveyed in 2020 who are not engaged with the CFC or represented in engagement activities.

It is interesting to note that while 80% (down from 94% in 2018) 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 just over 11% of families have 80% engage and are represented in engagement activities/programs that their service provides, with just over 68% believing 60% or higher engage and are represented in engagement activities/programs that their service provides.

While families surveyed believe that they have contributed less to decision making in 2019 than the families surveyed in 2018, this may have been an incorrect interpretation or understanding of the question this year (down from over 80% in 2018). The CFC is planning to utilise the Community Engagement Study and Plan Ngukurr 2019 to consult with families. Furthermore, due to the responses to this questions in 2019 we will focus in 2020 to work with families to better understand opportunities and expand how they can contribute to decision making, having an active voice in services. One family who said they do contribute said they want to learn more about children.
It should be noted that high level participation and contributing to decision making was again recognised in the Assessment and Rating process, 2018 for Ngukurr Preschool and in the draft report received in early December 2019 for Ngukurr School Council Child Care it has been proposed overall rating as Exceeding National Quality Standards, with *Exceeding in Quality Area 6 - Collaborative partnerships*, which further exemplifies the value of working with and listening to families in and the community of Ngukurr.

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. In the Stronger Community Program Community Engagement Survey it is very pleasing to note that the Guluman CFC was ranked as the number one organisation in Ngukurr on a scale of 5, according to how they felt about them. The Guluman CFC was at the top with 93 out of 100.

In 2019 we held our first Night Market (two in total for the year) under our outdoor veranda area. This was a relaxed community event for everyone to have the opportunity to have a stall and attend. It was a great success and something that will be added to our regular events held at the CFC.

Below: CFC Night Market April 2019 - (left to right) FaFT op shop, Preschool produce from CFC garden, Yugul Mangi/NLC Rangers display and sausage sizzle and Ngukurr School/Remote School Attendance Strategy (RSAS) popcorn stand can be seen.
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)

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<tr>
<td></td>
<td>Greater than 80% of the community think their community is child friendly</td>
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<tr>
<td></td>
<td>Local groups, organisations and/or programs are governed by local community members and have good decision making input</td>
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Outcome 5: Community Narrative

In 2019, 90% (96% in 2018) of community surveyed think their community is child friendly, one said no and another did not answer.

Our community group surveyed were asked the same questioned worded differently:

1. Do local governance groups, organisations and/or programs governed by local community members have (minimal /some /average /good /significant input)
2. What input do you believe local governance groups, organisations and/or programs governed by local community members have (minimal /some /average /good /significant input)

When asked question one over 62% stated good input, nearly 18% said significant, really good or very good input and over 17% average or below. However when asked question two over 42% responded significant, over 33% good with only 20% of people saying average or below. We will ensure there is consistent questioning for the 2020 data collection.

Now that the Community Engagement Study and Plan Ngukurr 2019 has been published we look forward to finalising and working with the Ngukurr Collective, to further explore areas including around community voice informing service provision in the integrated service.

One specific area that is relevant for this outcome in regards to Local groups, organisations and/or programs are governed by local community members and have good decision making input, is to see if we can find any evidence why the 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?

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 School Council.
### Outcome 6: A strong Aboriginal workforce enables sustainable local communities

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<th>Outcome</th>
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<tr>
<td>60-80% of employees across all service providers are Aboriginal</td>
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<tr>
<td>60-80% of Aboriginal employees have formal qualifications</td>
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<tr>
<td>40-60% of Aboriginal employees are actively working towards a relevant formal qualification</td>
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### Outcome 6: Community Narrative

While the Aboriginal population in the Ngukurr community is 93.4%, across the four stakeholder organisations who provided responses to our survey, 67.5% were identified as Aboriginal. It is pleasing to note that the CFC is currently above average with just over 80% of staff employed, being Aboriginal.

Of those community members surveyed 77% said that they have a qualification (33% in 2018) and identified their qualifications in a variety of certificates including Cooking, Early Childhood Education and Care, Education Support, Banking, Church, Leadership, Written and Spoken English, Community Service and Construction. 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.

55% of community surveyed (down from 73.3% in 2018) stated that they are actively working towards a relevant formal qualification. This may be because many of those studying in 2018 have now completed their studies, which would support the increase in Aboriginal employees who now have formal qualifications compared to 2018.

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) will both start their formal program in Ngukurr in early 2020. This program will provide opportunity for young parents aged between 15-25 years of age 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 parents.

Above: (Left) Strong Young Mums Program (Right) Strong Young Dads Program – photos taken 5 December 2019
In Ngukurr Community there continues to be a lot 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.

The CFC and Ngukurr School continue to be well supported by Charles Darwin University (CDU) and Batchelor Institute of Indigenous Tertiary Education (BIITE) 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 school working towards their Certificate III and IV in Education Support through BIITE, which the CFC Aboriginal Coordinator to graduate in June 2020 with her Certificate IV in Education Support, completed in 2019.

Following the successful trial in 2018, the Wuyagiba Study Hub secured substantial funding from the Australian Government Department of Education and Training to further establish the Study Hub over 4 years from 2019-2022. In 2019, twenty three students participated in the expanded two-way pre-University preparation course. The course ran for two x five week session (July and September) and was again delivered by local Elders and Macquarie University staff. Nine students successfully completed the 10 week course. Following interviews at Macquarie University, five students have been offered places at Macquarie University and four offered places at BIITE.

Photos and information from https://www.wuyagibastudyhub.org/