

CHILD AND FAMILY INTEGRATED SERVICES BIANNUAL REPORT

July 2018 to December 2018



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Background

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

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

CFCs foster

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

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

Child and Family Integrated Services Vision:

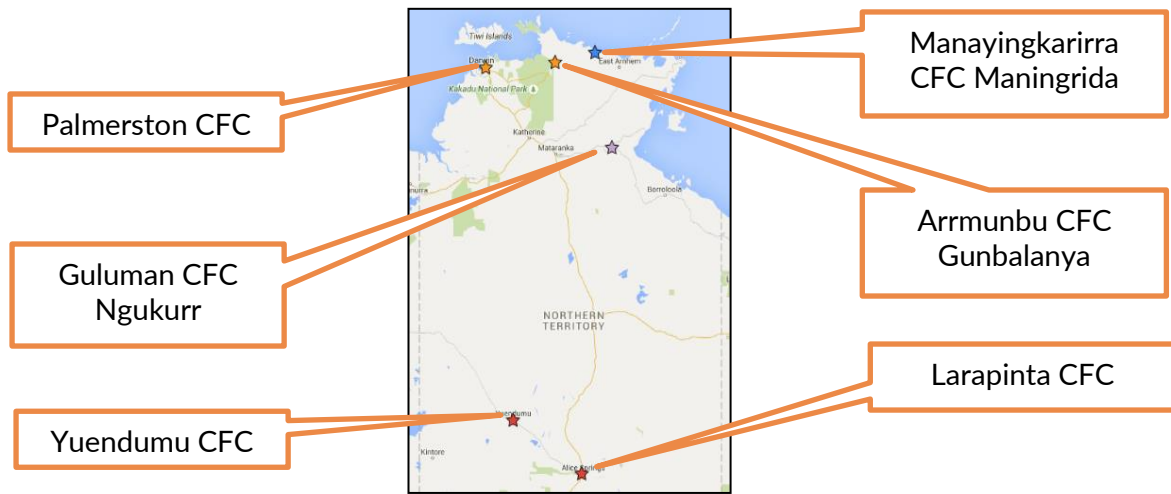
Families and communities support their children, pre-birth to five years of age, to have the best possible start in life and grow to be strong, healthy, safe, confident and capable learners.

Child and Family Integrated Services Mission:

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

Child and Family Integrated Services Principles:

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



Definitions

Australian Early Development Census (AEDC)

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

ASQ TRAK

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

Child and Family Centre (CFC)

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

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

Child and Family Integrated Service

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

- Services are centred on the child and family and integrated
- Services and programs understand and privilege the local cultural context
- Services are committed to prevention and early intervention

- Services are committed to a long term, evidence informed approach

Chronic Health Issues

The terms chronic disease, preventable chronic diseases, chronic conditions, long term disease/conditions are commonly used interchangeably. In this report the term 'chronic health issues' is used to refer to conditions that are influenced by the underlying social determinants of health that are largely preventable, and if addressed can minimise the onset of chronic conditions – please refer to the NTG [Chronic Conditions Prevention and Management Strategy 2010-2020](#)¹.

Collective Impact

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

- **Common Agenda & Community Aspiration**
 - A community led vision of a better future for children
- **Back Bone & Container for Change-**
 - A team or individuals that mobilise stakeholders, demonstrate leadership, cultivate trust and empathy, facilitate change and sustain the process.
- **Shared Measurement & Strategic Learning**
 - A learning and evaluation process that provides real time feedback and robust processes for sense making and decision making
- **Continuous Communication & Community Engagement -**
 - authentic and inclusive involvement of a broad spectrum of stakeholders, particularly those most affected.
- **Mutually Reinforcing & High Leverage Activities**
 - Both mutual and independent activities that are adaptable, enable innovation and provide opportunities for change.

Cultural Identity

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

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.

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

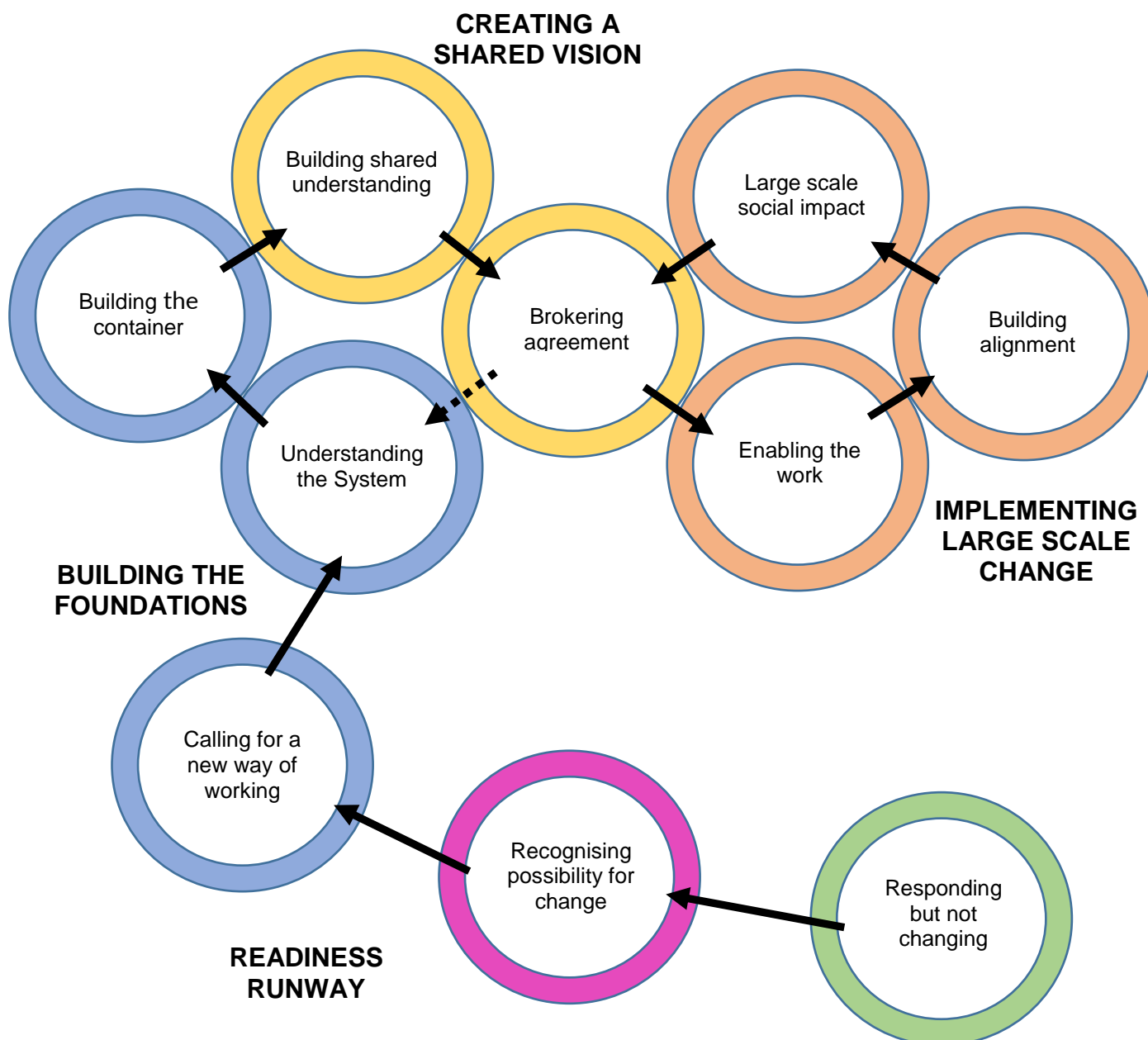
² Tamarack Institute https://cdn2.hubspot.net/hubfs/316071/Events/Multi-Day%20Events/Community%20Change%20Institute%20-%20CCI/2016%20CCI%20Toronto/CCI_Publications/Collective_Impact_3.0_FINAL_PDF.pdf

Collaborative Change Cycle

CFC Integrated Services are using the [Collaborative Change Cycle](#) developed by Collaboration for Impact³ to monitor and inform progress toward service integration.

The Collaborative Change Cycle articulates the phases and stages of an effective collaborative change process. The Cycle is both a descriptive guide and a planning tool that identifies the clear milestones for working collaboratively with complexity. Importantly, the Cycle integrates the core disciplines and skills required to make progress at each phase and stage, being:

- Leadership practice
- Collaborative design
- Community engagement
- Data and measurement



² Collaboration for Impact (CFI) is Australia's leading organisation for learning *how to* respond to complexity through effective collaboration. <http://www.collaborationforimpact.com>

NT Child and Family Outcomes Framework

The Northern Territory Child and Family Outcomes Framework identifies six outcomes to measure and understand the progress, and impacts of integrated service delivery across the Northern Territory. An outcomes based approach enables integrated services to understand their impact on children, families and communities, and the real value families receive from services and programs provided, including developing a better understanding of the vulnerabilities and strengths for children and their families in community.

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

Each site has developed a *place based outcomes framework* that aligns with the overarching NT Child and Family Outcomes Framework. These Place Based Outcomes Frameworks acknowledge that every community is unique and may have different needs. They can also be used to address fragmentation and duplication of services, in order to foster more efficient use of resources and build better connections in improving access to services for families.

The Place Based Outcomes Framework will assist integrated services to fulfil the vision, objectives and strategies that underpin integrated service delivery and will use both formal and informal measuring tools to collate both qualitative and quantitative data.

The outcomes data will be used to measure the impact of change, determine which services are most needed, identify what services and programs are directly making an impact and ensure, where possible, resources and funding are not being duplicated.

The individual child and family centre reports below use the following symbols to demonstrate the progress against the outcomes in each community/ integrated service.



Positive change



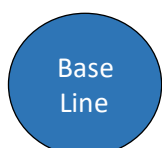
No significant change



Negative change



No data or only partial data available



First collection of data

PALMERSTON

CHILD AND FAMILY INTEGRATED SERVICE

Palmerston Community Vision

Palmerston Child & Family Centre (CFC) is part of a larger collective in Palmerston, Grow Well Live Well (GWLW). Broadly GWLW is *Working together so that all children and young people in Palmerston grow well and live well.*

We at Palmerston Child and Family Centre are committed to enhancing the wellbeing of 4,082 children aged 0-5 years old in Palmerston.

Palmerston Community Population

In the 2016 Census, there were 33,695 people in Palmerston, with 3,465 (10.3%) of the population 0-4 years of age. According to the 2015 Australian Early Development Census (AEDC) Palmerston Community data 18.8 % of children in Palmerston in their first year of full-time school are Aboriginal.

According to the 2015 AEDC in Palmerston children with vulnerability on one or more domains ranges from approx. 11% in Gunn to 47% in Gray. This large variance in vulnerability is representative of difference between where the CFC is located and that of our governing school Gray (47%) – Farrar (15%).

Between July and December as a result of the redevelopment of guiding policy frameworks the Palmerston CFC leadership team redefined our community and who we focus our programs and services on. The following details our community definition:

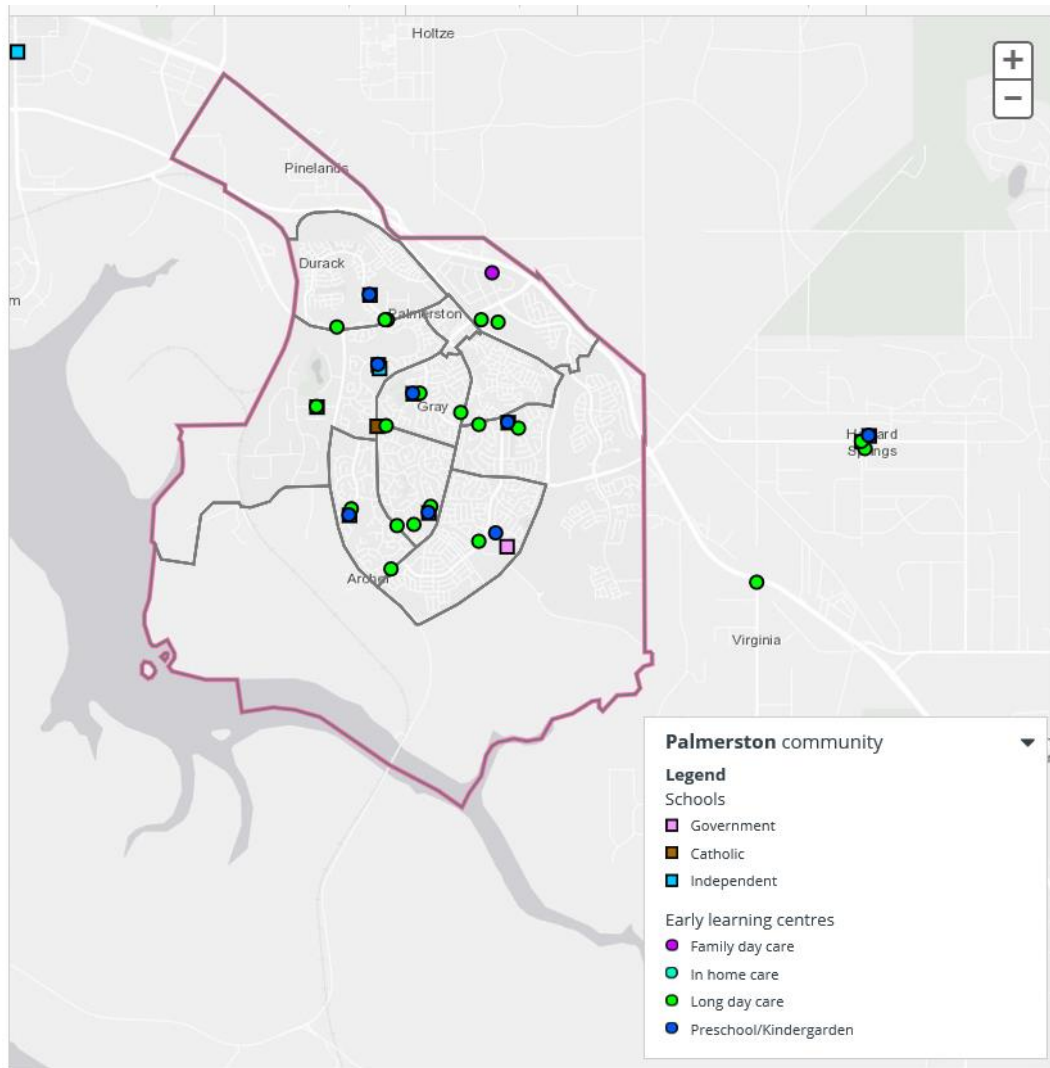
Boundaries

The City of Palmerston includes the suburbs and localities of Archer, Bakewell, Bellamack, Driver, Durack, Farrar, Gray, Gunn, Johnston, Marlow Lagoon, Mitchell, Moulden, Palmerston City, Pinelands, Rosebery, Woodroffe, Yarrowonga and Zuccoli. These boundaries align with the boundaries for GWLW.

Focus families (priority of access)

When considering programs and services families that will receive priority are:

- Aboriginal and Torres Strait Islander families
- Families with disadvantage/vulnerability
- Families within the suburbs with highest child vulnerability according to the AEDC
 - According to the 2015 AEDC suburbs with the highest percentage of children developmentally vulnerable on one or more domains are:
 - Gray
 - Moulden
 - Driver/ Marlow Lagoon
 - Woodroffe
- In addition at the CFC we work with families in the local Aboriginal Community, Palmerston Indigenous Village.



Number of children

| | 0 - 1 | 1 - 2 | 2 - 3 | 3 - 4 | 4 - 5 | 5 - 6 | Total |
|----------------|-------|-------|-------|-------|-------|-------|-------|
| All | 684 | 726 | 746 | 627 | 685 | 614 | 4082 |
| Male | 346 | 375 | 402 | 316 | 350 | 330 | 2119 |
| Female | 337 | 354 | 345 | 315 | 333 | 284 | 1968 |
| Indigenous | 91 | 98 | 106 | 106 | 107 | 95 | 497 |
| Non Indigenous | 544 | 546 | 579 | 465 | 531 | 464 | 3129 |

Data Sources:

The Australian Early Development Census (AEDC) website @ <http://www.aedc.gov.au/> developed and owned by the Commonwealth of Australia as represented by the Department of Education and Training as at February 2019 <https://www.aedc.gov.au/data/data-explorer?id=62548>

www.quickstats.censusdata.abs.gov.au/census_services/getproduct/census/2016/quickstat/70104?opendocument

Grow Well Live Well (2016). Palmerston State of the Children Report: A report on the wellbeing of children and young people in Palmerston, August 2016. Available online at <http://www.palmerston.nt.gov.au/community-services/children-and-families/growwell-live-well>

Note:

2018 AEDC data is due for release in March 2018 and will guide which suburbs form our focus moving forward.

Palmerston Collective Impact

The Palmerston Child and Family Centre is an Aboriginal focused centre available to all children and families of the Palmerston area. The centre commenced operation on 31 August 2015. The centre is located in Farrar and governed by Gray Primary School. The CFC has a strong connection to the Gray Family Centre and values the ability to work seamlessly with its Coordinator to strengthen the connection between the Gray school community and the CFC.

The local area of Palmerston has a large collective impact project, Grow Well Live Well which was established in 2014 to *work together for the wellbeing of children and young people*. Palmerston Child and Family have worked closely with Grow Well Live Well since it began operation in 2015. This was initially through the Community Engagement Group which facilitated consultations with community to create a state of the children report for Palmerston. And further focus groups unpacked the data and from this 3 key priorities were identified being:

- Youth Mental Health and Wellbeing
- Family Violence
- Property Crime.

To address these issues it was decided three Action Groups would drive the actions to address these priorities. During the July-December period both the GWLW launched the action groups and there was a shift/change in GWLW governing structures and members. This provided an opportunity for CFC Manager and Aboriginal Coordinator to become further involved in the GWLW work and consider further how our centre can align with the key priorities drawn from the GWLW project.

GWLWs broad structure includes a Backbone, Leadership Group, and three action groups:

- Empowering parents and families
- Working together with community
- Strengthening service delivery

The CFC has representation on the Leadership group, and two of the Action Groups - Empowering Parents and Families; and Working Together with Community

Back Bone & Container for Change

During July to December 2018 the Palmerston Child and Family Centre focus was to develop the integrated service delivery within our internal programs and services while also strengthening our connection and involvement in the broader existing collective impact project Grow Well Live Well.

Key achievements in July- December 2018

- Membership on the GWLW leadership group
- Representation in 2 Action Groups
- Developed the values of the centre
- Commenced refining processes and systems to achieve an improved integrated service delivery model.
- Commenced unpacking integrated service outcomes framework to achieve an improved integrated service delivery model.
- Commenced mapping our networks and partnerships and where gaps exist.
- Clearly defined our community to facilitate more targeted approaches to service delivery and reporting.

Common Agenda & Community Aspiration

The CFC leadership consists of program leaders co-located within the CFC and the Coordinator of the Gray Family Centre. During 2018 it was identified that the common agenda and clear vision of our work needed to be redefined and strengthened. During the July-December 2018 period the leadership team met regularly and unpacked the Northern Territory Integrated Services outcomes, to see where programs aligned and created systems to provide a more streamline integrated service delivery model. This work is ongoing in 2019.

Shared Measurement & Strategic Learning

Initial conversations were started with the GWLW backbone sub-committee to discuss shared measurement opportunities and demonstrate alignment between the work of Palmerston CFC and GWLW; with a meeting planned and work to continue in 2019.

When considering data and measurement for the CFC it was decided to look at Palmerston data, recognising that families are from a range of suburbs and where possible the data of the suburbs identified with the highest vulnerability according to the 2015 AEDC.

Accessing data in relation to some indicators proved challenging and resulted in limited baseline data being collected; including information and data in relation to the following:

- Children's health information including health screenings, Ages and Stages questionnaire information, and children diagnosed with chronic health issues.
- Children enrolled and attending quality formal early learning programs including preschool, early learning centres and playgroups.

Continuous Communication & Community Engagement

The container for change (Manager and Aboriginal Coordinator) joined two of the three action groups for GWLW

Mapping our current connections and the extensive network system that Palmerston began in July 2018. Networks where we have connection and representation include:













- Palmerston Indigenous Network (PIN) – established by the CFC Aboriginal Coordinator in partnership with Larrakia Nation.
- Palmerston Kid Network (PKN)
- Palmerston and Rural Youth Services (PARYS)
- Early Childhood Australia NT Branch Committee
- Grow Well Live Well

Mutually Reinforcing Activities & High Leverage Activities

It is anticipated that the ongoing CFC leadership team work and GWLW meetings in 2019 will strengthen and further align programs and services to create more opportunities for mutually reinforcing activities.



Palmerston CFC Collaborative Change Cycle Progress

| | LEADERSHIP | COMMUNITY | COLLABORATION | MEASUREMENT |
|------------------------------------|--|--|--|--|
| Large scale impact | | | | |
| Building alignment | | | | |
| Enabling the work | | | | |
| Brokering agreement | | | | |
| Building shared understanding | | | | |
| Building the container | | | | |
| Understanding the System | | | | |
| Calling for a new way of working |  |  |  |  |
| Recognising possibility for change |  |  |  |  |
| Responding but not changing |  |  |  |  |

Collaborative Change Cycle Progress for Palmerston CFC:

Leadership – *Calling for a new way of working/Understanding the system*

- *Agreeing business as usual is insufficient to make large-scale impact*
 - It was acknowledged during the July-December period that systems required change to better align program, services and our centre with the broader community vision.
 - Conversations through the PIN meetings are highlighting the need to work differently in the broader community perspective.
 - It is agreed that community members need to drive the priorities and this is being demonstrated in our work with Palmerston Indigenous Village and the establishment of a partnership with Howard Springs School to support this community, along with the start of co-designing the Young Fathers Program with the participants. This work is moving us towards *Understanding the System* on the collaborative change cycle - with a developing awareness of relationships and authorisation.

Collaboration – *Calling for a new way of working*

- *Recognising that community priority setting and collaboration by community members, stakeholders is required*
 - The CFC recognise the community and value partnerships striving to listen to our community to address their needs and priorities. Many of the programs have established partnerships to deliver their programs
- *Considering the value of partnership*
 - The CFC team has always valued our relationships and partnerships with other agencies and working collaboratively to meet our community needs. Many partnerships exist in relation to service delivery however systems are being refined to streamline partnerships across the range of programs and services offered.

Data – Calling for a new way of working

- *Mapping systems and networks to understand activity, power and operating dynamics.*
 - Mapping of our current connections, partnerships and networks in relation to children, families and the wider community commenced in the July-December period.
- *Capturing baseline data from a range of sources*
 - Accessing publically available data
 - Contacting other agencies - several attempts have been made to gather base line data from other Government Departments; however these attempts have been unsuccessful due to concerns in relation to sharing information for privacy reasons; including internally within the Department of Education.
 - Identifying what data can be readily accessed and what systems need to be changed to access appropriate information and data.

Next Steps:

- Work with GWLW leadership group to map the progress of the broader Palmerston Collective, *Grow Well Live Well*.

Collaborative Change Cycle Progress for Palmerston Community:

Leadership – Building a shared understanding

- *Enabling the community decision-making structure and the broader collaboration to see the challenge and opportunity differently and build a joint approach to the change*
- *Using new learning about what successfully creates change in the system to become more intentional and confident as system change agents*
- *Ensuring sufficient protection is provided to enable testing of new approaches to minimise constraints of the current ways of working*
 - The launch and establishment of action groups - enabling the community to see the challenge and build a joint approach to change

Community – Understanding the system/Building the container

- *Facilitating community members and families to share their experiences of how things work now and who they trust to participate in collaborative decision making and take action*
 - Community members are being encouraged to share their experiences, joining action groups to drive the change including, mapping systems and strengths

Collaboration – Understanding the system

- *Mobilising and engaging community members and (across system) to inform understanding of system dynamics and build buy in, engagement and authorisation for community priority setting and new way of working*
- *Mobilising stakeholders (across the system) if requested by community members*
 - Through the formation of action groups we have mobilised and engaged the community which is giving an understanding of working collaboratively with stakeholders.

Measurement – Building the container / Building a shared understanding

- *Capturing baseline data from a range of sources*
- *Building feedback loops to learn from doing*
 - Baseline data has been captured and feedback loops are beginning to be established.

PALMERSTON CHILD AND FAMILY INTEGRATED SERVICE OUTCOMES PROGRESS

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

| | |
|-----------|---|
| Data Gap | Percentage of children 0-5 diagnosed with chronic health issues |
| Data Gap | Percentage of children 0-5 that have participated in all standard health screening and have an up to date immunisation record. |
| Base Line | 60-80% of children on track against the social competence and emotional maturity domains of the AEDC |
| Data Gap | Percentage of children developmentally on track in the Ages and Stages Questionnaire (ASQ) domains: of Communication, Gross Motor, Fine motor, Problem solving and Personal-social. |
| Base Line | 60-80% of children 3 - 5 participate in quality formal early learning programs at least 80% of the time |

Refer to Attachment A for relevant data

Outcome 1: Community Narrative

FaFT

It is evident that families have access to a wide range of formal and non-formal early childhood services in Palmerston. Information in regards to whether some of the most vulnerable children and families are accessing these groups is limited. Although, in July 2018 the Parent Next program commenced and we have noticed an increase in referrals from the provider in the area; however many may only attend once and we are aware attendance in groups is linked to payments for families.

In 2018 FaFT was established and ended the year with 132 children enrolled. The program began with two FaFT session a week and increased this to 5 sessions a week by Term 4 2018. The Palmerston FaFT model has been developed to reflect the needs of the wider community and is held in a range of sites in the area. It works in partnership with organisations to enhance program already available and is working to identify gaps in service. FaFT is providing attending families with access to developmental information for their child's age. However information in relation to children's health and development from Department of Health is limited to what is currently publically available. Information in relation to the Palmerston FaFT cohort has not been able to be obtained.

Next Steps:

- Obtain 2018 AEDC Data for Palmerston
- Set up sharing of data partnership between DoE and Health
 - Obtain chronic disease health data for children 0-5yrs for Palmerston
 - Obtain health screening rates
 - Obtain ASQ data

Data sources

The Australian Early Development Census (AEDC) website @ <http://www.aedc.gov.au/> developed and owned by the Commonwealth of Australia as represented by the Department of Education and Training as at February 2019 <https://www.aedc.gov.au/data/data-explorer?id=62548>

Australian Institute of Health and Welfare https://www.myhealthycommunities.gov.au/primary-health-network/phn701#_

Potential data sources:


Early learning information, attendance and enrolment:

- 2018 AEDC
- Preschool attendance
- Playgroups – (Playgroup NT, Save/ FaFT, schools)
- Department of Education (long day care subsidy, BIC reports, preschool attendance)

Health information:

- Department of Health
- PHN
- AMSANT
- Danilla Dilba

OUTCOME 2: All children have a strong cultural identity (measured by community survey)

| | |
|---|---|
|  | Percentage of families that indicate that their 0-5 children have a strong cultural identity. |
|---|---|

Outcome 2: Community Narrative

Since commencing operation, the team at the CFC have wanted to connect with Palmerston Indigenous Village and had at times been involved in events and playgroups available to this community. However, due to limited staffing resources it was challenging to maintain genuine, authentic and ongoing connection. Historically Save the Children had supported this community with a playgroup but ceased in June 2018 due to funding.

Palmerston Indigenous Village (PIV) FaFT

In Term 4 of 2018 in collaboration with Howard Springs Pre-School we commenced PIV FaFT. This was to address the gap in servicing of PIV in regards to access to Early Childhood programs, The program model was to include the staffing of CFC Aboriginal Coordinator, FaFT team and Howard Springs support staff, Aboriginal Islander Education Worker (AIEW) and Special Education Support Assistant (SESA). As Howard Springs School is the feeder school for PIV and there are many existing students already attending, this location was deemed the most suitable. Initially meetings were held between AIEW, Aboriginal school staff, CFC Aboriginal Coordinator and FaFT Family Liaison Officer to establish support and build relationships, followed by an engagement meeting with members of PIV, the school, and CFC staff to discuss days/time/set up of FaFT program. It was agreed the program would be delivered in the school family room and preschool playground. Transport and meals are provided including breakfast and morning tea. Children are offered age appropriate activities incorporating the 3a Approach and an activity for the women is also available, for example, mug painting, painting on canvas. The team have also linked in with the Larrakia Culture & Family Centre to bring the group to the centre as an excursion activity and strengthen community connection. The team have built relationships with a

core group of women; some are transient residents from Wadeye and others are long term residents of PIV.






Aboriginal Coordinator 2018

Our Aboriginal Coordinator works across all programs and services, to support the team in ensuring we provide culturally appropriate programs and services; in addition plays in integral part in community events celebrating Aboriginal culture. In 2018 she was responsible for organising our Reconciliation morning tea, which had some Elders come and share morning tea with the children and families at the centre and the ELC children perform a concert. Some of our Elders shared stories and resources of the Stolen Generation, it was very moving and educational for those who had not much insight. In addition, our Aboriginal Coordinator was a part of the Palmerston NAIDOC committee and able to convene a community event to be part of this program and held at the CFC. This event was early childhood focused and featured local artists who were able to give the children and parents/carers exposure to Aboriginal arts and crafts, dancing and singing and celebrated our local Aboriginal culture.

Next Steps:

- Develop a plan for collecting the voices of community in regards to culture

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

| | |
|--|--|
|  Data Gap | Percentage of families that implement learning and development activities (inclusive of all non-formal environments) |
|  Data Gap | Percentage of families that would seek assistance if they thought needed it. |
|  Data Gap | Percentage of families that indicate that they understand their children's learning and development needs |
|  Data Gap | Percentage of parents that understand their children's learning and development needs (judgement by relevant staff) |
|  Data Gap | Percentage of families reporting an increased capacity to understand and manage the needs of their family |

Refer to Attachment A for relevant data

Outcome 3: Case Story

A mother and her 3 year old daughter started attending Coffee & Yarns in 2017 along with a support worker from a disability service. She was pregnant with her second child and had previously never attended any playgroups at the CFC. The mother had previously tried playgroups when her daughter was a baby and never felt comfortable and felt as that she was being judged.

When they began at the CFC, our Coffee & Yarns at this time was a very large group. Her daughter had just been recently diagnosed with Autism, and a playgroup setting was very

overwhelming and challenging for both mum and daughter. Initially they only attended every fortnight and would be accompanied by the support worker.

Over time their participation grew from fortnightly to weekly, with the support worker gradually reducing her direct support in the group and would only sometimes drop in every now and then to see how they were going. At the beginning her child would hide outside when it was time for Gym for Growth and Development (g4gd) music and movement session, but as she grew comfortable with the space she was soon joining in with the g4gd session. Mum and daughter built relationships with the CFC team and the g4gd team. We observed their confidence in the setting and with the group increase every week.

After the birth of the second child, mum became a regular of the FaFT playgroups and also attended playgroups at Gray Family Centre along with other events and programs, for example, Money Minded and Sing & Grow, Parent Information sessions. Her eldest child commenced preschool in 2018 and mum expressed interest in the Young Mums Strong Mums (YMSM) program wanting to commence in 2019 when her daughter was in full-time school. In 2019 mum has commenced the YMSM program and her baby is attending the ELC two days per week while also attending FaFT playgroups on Thursday and Fridays.

On reflecting back on their journey at the CFC mum says she saw the growth with both herself and eldest daughter becoming more comfortable around groups of people and that the “CFC team feel like family for us.”




Next Steps:

- Develop a plan for collecting the voices of family’s capacity and understanding of their child’s development.

Data sources:

The Australian Early Development Census (AEDC) website @ <http://www.aedc.gov.au/> developed and owned by the Commonwealth of Australia as represented by the Department of Education and Training as at February 2019 <https://www.aedc.gov.au/data/data-explorer?id=62548>

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

| | |
|---|---|
|  <p>Data Gap</p> | <p>Percentage of families that are not currently engaged are represented in engagement activities</p> |
|  <p>Data Gap</p> | <p>Percentage of families are active participants in programs</p> |
|  <p>Data Gap</p> | <p>Percentage of families that believe that they contribute to decision making</p> |

Outcome 4: Case Story

Young Mother's are Strong Mothers (YMSM)

One of our youngest mums to join the YMSM program 2018, had anxiety, a self-belief she wasn't a good mother and felt like a failure for not finishing school and becoming a young mum. Over the year she started to bond with the young mums, learnt to stop seeing herself as a failure, exceeded in her studies of the Certificate II in Community Services. As her participation continued, her beliefs and thoughts of herself evolved, she started to demonstrate confidence in both her parenting skills self- confidence. Both her son and she were very happy in the program and demonstrated good attendance and engagement with the program.

During joining the program she has started a new relationship, moved in to her own home, and began actively applying for jobs towards the end of the program. She also developed the ability confidently speak to other mums in the FAFT program that the young mums joined in the second half of the year

She is a very compassionate, lovely and caring person that loves to give back to her community and support her fellow mums in the program. She even developed a confidence voice to speak to other mothers in our FAFT program when the young mums program started attending the FAFT program in the Term 3 of 2018.

At the end of the year, she expressed how much the YMSM program did for her confidence, belief in herself and the trust she had built with the ELC for her son. She has ask to volunteer and get some work and mentoring experience with the young mums program in 2019. She loves the community services sector and would like the opportunity to give back to the program. In 2019 the YMSM program will offer the BABYFAST program and this mum will be a parent partner and will support, mentor and contribute to the 2019 YMSM program.

Empowering Families Action Group

In August 2018 the GWLW action groups were launched. The CFC Leader is a member of the Empowering Families Action Group. This group aims to strengthen the voice of families in regards to their needs and empower parents and families to:



- Share Knowledge and information with each other
- Continue to develop, learn from and engage with community
- Access the community's resources
- Participate in and lead the conversation for children and young people in Palmerston
- To influence change for families in Palmerston

The group has met several times and has acknowledged the need to work differently to engage families onto the group in particular some of the most disadvantaged or dis-engaged families. It is currently working on a strategy to engage these families. During the July-December period this group consisted of service providers.

Next Steps:

- Develop a plan for collecting the voices of family's participation, capacity and how families can contribute to decision making

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)

| | |
|---|---|
|  | Percentage of the community that think their community is child friendly |
|  | Percentage of local groups, organisations and/or programs that are governed by local community members but have minimal decision making input |

Outcome 5: Community Narrative

Palmerston Indigenous Network

The PIN (Palmerston Indigenous Network) was established in 2016 in collaboration with Larrakia Culture & Family Centre. It came about from identifying that there were many services in the Palmerston area working with Aboriginal children and families but not getting together to network and share information. The network is to share information, build relationships with each other and identify gaps in services or issues our families are having in the community. Through a strong local network it is hoped we can strengthen our community.

In the July-December 2018 period there has been a consensus amongst the group that we all need to work collaboratively to make changes at a community level, and this awareness is growing. The network has become more established with regular attendees coming each month.

Various Government Departments and Non-Government Organisations (NGO) attend the meetings to share information and raise issues facing our families. Attendance averages around 15-20 participants with around 10 agencies being represented. Meetings are held monthly and venue locations are changed to give the opportunity to highlight each agency.

Young Fathers




During the July-December period the Young Strong Fathers Coordinator was employed. During this period the coordinator's focus was to engage with young fathers and other interested organisations to co-design a program which supports young fathers up to the age of 25 years in education and employment pathways while providing access to wrap around support services.

The coordinator created an event during November to align with the broader community male health event of *Movember*. The Palmerston event focused on Celebrating Fatherhood and was an initiative to raise the profile of fatherhood in the Palmerston area. It was also used as a strategy to connect and engage with the Palmerston Community regarding the Young Fathers Program and hopefully attract some young fathers. The event allowed the coordinator to connect with other stakeholders in the Palmerston Community such as, Larrakia Nation, Grow Well, Live Well, City of Palmerston. The event attracted 18 older fathers and grandfathers where they recorded their views on what fatherhood meant to them. The group decided that they wanted to establish a network –The *Palmerston Fatherhood Network*. It's a community group that is inclusive of all fathers/grandfathers in the Palmerston area. They are hold their next event in March 2019. It is acknowledged that this is a challenging group of the community to engage and time is required to build relationships and provide opportunities for young fathers to co-design the program. In December 2018 the coordinator had regular connection with two young fathers and was seeking their guidance on the design of the program and courses offer for 2019.

Next Steps:

- Develop a plan for collecting how many services provide opportunities for community to have decision making input

OUTCOME 6: A strong Aboriginal workforce enables sustainable local communities

| | |
|--|--|
|  Data Gap | Percentage of employees across all service providers that are Aboriginal. |
|  Data Gap | Percentage of Aboriginal employees that have formal qualifications |
|  Data Gap | Percentage of Aboriginal employees that are actively working towards a relevant formal qualification |

Refer to Attachment A for relevant data

Outcome 6: Case Story

Aboriginal CFC employee

Our FaFT Assistant has been an integral part of the Families as First Teachers program development in Palmerston. As the FaFT Assistant she has help shape the program and the way that we work with families in the Palmerston area. She has independently created culturally appropriate learning environments based on the interests of children, engaged parents in discussions about child development and support services, presented information to other Government agencies in Palmerston, and has been a strong Aboriginal leader, and a positive role model to the children and families that she works with.

Since commencing in her role as FaFT Assistant, she has continued to engage in workplace education and regular team meetings. She has attended the Special Education Needs course, a 10 week program with the Families as First Teachers Educator and was able to successfully complete this work independently on top of her work requirements. As well as this course, she has attended two full professional development days at the school, completing both the 'dealing with difficult parents' and 'deflecting anger techniques' programs where she was able to learn extremely useful skills and strategies to strengthen her ability to support and work with a range of families. She has shown further commitment to personal development by independently enrolling in a Certificate III in Early Childhood Education which she attends on the weekends. Her ongoing commitment to professional development in the area of early childhood education has and will continue to be a major support for the program as well as the broader community.

Next Steps:

- Obtain Aboriginal Employment Data for Palmerston from current CFC partners and publically available data

Data sources

Northern Territory Department of Education <http://ed.ntschoools.net/hr/metrics/Pages/Indigenous-Workforce-Profile.aspx>

OUTCOME 1**Percentage of children 0-5 are diagnosed with chronic health issues**

- Information in regards to the number of children who have received standard health screening was not accessible or publically available

Percentage of children 0-5 have participated in all standard health screening and have an up to date immunisation record.

- According to the Australian Institute of Health and Welfare in the Northern Territory the percentage of children who are immunised for the 2016-17 reporting year:
 - 92% of all 1yr olds
 - 87% of all 2yr olds
 - 93.1% of all 5yr olds
- According to the Australian Institute of Health and Welfare in the Northern Territory the percentage of Aboriginal children who are immunised for the 2016-17 reporting year:
 - 91.4% of 1yr olds
 - 85.7% of 2yr olds
 - 94.7% of 5yr olds
- According to the Australian Institute of Health and Welfare in the Palmerston the percentage of children who are immunised for the 2016-17 reporting year:
 - 94.1% of 1yr old children are fully immunised with 42 children not fully immunised
 - 89% of 2yr old children are fully immunised with 80 children not fully immunised
 - 93.2% of 5yr old children are fully immunised with 44 children not fully immunised
- Information in regards to the number of children who have received standard health screening was not accessible or publically available

Percentage of children on track against the social competence and emotional maturity domains of the AEDC

- According to 2015 AEDC 70% of children in Palmerston are on track for the social competence domain a 2.3% decrease from the 2012 data. However there are suburbs of Palmerston with a lower percentage of children on track:
 - Gray 55.9%
 - Moulden 58.5%
 - Driver/ Marlow Lagoon 70.6%
 - Woodroffe 58.0%
- According to 2015 AEDC 69.9% of children in Palmerston are on track for the emotional maturity domain a 2.2% decrease from the 2012 data. However there are suburbs of Palmerston with a lower percentage of children on track:
 - Gray 52.9%
 - Moulden 58.5%
 - Driver/ Marlow Lagoon 58.8%
 - Woodroffe 68.0%

Percentage 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.

- Information in regards to the number of children who have participate in ASQ (TRAK) and are developmentally on track was not accessible or publically available
- According to 2015 AEDC the percentage of children developmentally on track in the five domains are:
 - Physical health and wellbeing 74.2%
 - Social competence 70.0%
 - Emotional maturity 69.9%

- Language and cognitive skills (school-based) 81.8%
- Communication skills and general knowledge 73.8%
- However these results indicate that vulnerability is increasing in Palmerston in all domains other than in Language and cognitive skills (school-based) domain which saw a significant reduction in vulnerability in 2015 compared with 2012.
- According to the AEDC 2015 results 5.1% of children in Palmerston had special needs; and 12.6% of children required further assessment.

Percentage of children 3 - 5 participate in quality formal early learning programs at least 80% of the time

- The City of Palmerston has twelve primary schools, two middle schools and three high schools within the municipality. 22 centre based childcare services and 1 family day care service. According to the 2016 census there were 666 children attending Preschool.
- According to 2015 AEDC information in Palmerston
 - 10.9% of children attended long day care
 - 81.8% of children attended preschool
 - 6.6% of children attended playgroup
 - Less than 1% in Family Day Care
 - 4.6% of children in non-formal care e.g. grandparent, relative or similar
- Northern Territory, Department of Education information indicates 3, 208 children were enrolled in preschool across the Northern Territory with a 77.1% attendance rate in Term 3 2018.
 - 1165 Aboriginal Children enrolled with a 58.3% attendance rate compared with 2043 non-Aboriginal Children with a 87.7% attendance rate.
- Anecdotally we are aware of several schools offering playgroups including
 - Bakewell
 - Driver
 - Gray
- In addition we are aware of two not for profit organisations offering playgroups
 - Save the Children – offers supported playgroups Play2Learn in Moulden, Driver and Baby Play2Learn at the CFC
 - Playgroup NT – offers supported playgroups in Driver and CFC with a focus on Culturally and Linguistically diverse background families and Parents with anxiety or post-natal depression, respectively.
 - Playgroup NT also auspices a parent led playgroup at Driver.

OUTCOME 3

Percentage of families implement learning and development activities (inclusive of all non formal environments)

- According to the 2015 AEDC teachers indicated that 90.2% of children are regularly read to and/or encouraged in reading at home.

Relevant staff indicate that less than percentage of parents understand their children's learning and development needs

- According to the 2015 AEDC teachers indicated that of 94.5% children have parents that are actively engaged with the school and supporting their child's learning

Percentage of families report an increased capacity to understand and manage the needs of their family

- According to the 2015 AEDC in Palmerston 16.5% of children are developmentally vulnerable on the physical health and wellbeing sub-domain "physical readiness for school day". Children developmentally vulnerable on this sub-domain have at least sometimes experienced coming unprepared for school by being dressed inappropriately, coming to school late, hungry or tired.

OUTCOME 6

- According to the Northern Territory Department of Education, in the October –December 2018 period, the number of Aboriginal employees was 593 and Aboriginal employees accounted for 13.1% of the total workforce
- Of the 593 Aboriginal employees, 132 or 22.3% were part-time employees.
- In Term 3 2017 8.9% of employees in the Palmerston and Rural area were Aboriginal with the following percentage of employees in schools with children most vulnerable according to the 2015 AEDC
 - Gray School – 18.9% of employees were Aboriginal
 - Driver – 12.2% of employees were Aboriginal
 - Moulden 2.9% of employees were Aboriginal
 - Woodroffe – 1.8% of employees were Aboriginal Less than 20% of the community think their community is child friendly
- Of the 117 Aboriginal teaching employees, 16 or 13.7% were male.
- In July-December 2018 4 of the 6 CFC staff were Aboriginal.
- One Aboriginal staff member at the CFC was studying formal qualifications during July-December 2018.