

Families and Communities Program

Communities for Children Facilitating Partner

Community Strategic Plan

Overview

The Community Strategic Plan (CSP) is developed by the Communities for Children Facilitating Partner (CfC FP) and Communities for Children Committee and sets out a broad vision for the service area, identifying community needs, priorities, and key outcomes.

The CSP is organised into six sections:

1. Communities for Children Facilitating Partner's Details
2. Community Needs Assessment
3. Community Engagement
4. Service Area Vision
5. Priority Areas
6. Key stakeholders

It identifies the key strengths, needs and service gaps in the community, considers ways to improve coordination and collaboration, outlines priority areas and strategies to address need and improve outcomes for children and families, and identifies key community stakeholders.

The CSP builds on the extensive knowledge that Facilitating Partners (FPs) and their Committees have gained in working with their communities, often over long periods of time. It will consider opportunities for everyone in the community to work together to achieve true change in outcomes for children and families. This includes community members, service providers, governments, non-government organisations, researchers and evaluators, and business.

The development of the CSP presents an opportunity to critically reflect on the strengths of local communities, as well as any opportunities, challenges, and emerging needs.

The CSP is a dynamic document that should be reviewed as new data becomes available or as you become aware of changing needs within the community. It should inform the development of Activity Work Plans.

Key dates and documents

All FPs are required to provide a CSP for each Service Area by **1 April 2022** covering the period **1 July 2022 to 30 June 2026**. You will also be required to provide a brief update on the progress of your CSP within your annual Activity Work Plan Report.

Your CSP needs to align with the [Families and Children Activity Outcomes Framework](#) (at **Appendix E** of the updated [Operational Guidelines](#)) and the Communities for Children Facilitating Partners objectives (see **Appendix A**).

Other key departmental documents that should inform your CSP include:

- [Families and Children Program Guidelines Overview](#)
- [Communities for Children Facilitating Partner Operational Guidelines](#)
- Your Communities for Children Facilitating Partners Grant Agreement
- [Families and Children Access Strategy Guidelines](#)

The Australian Institute of Family Studies (AIFS) [Families and Children Expert Panel Project](#) website provides a range of resources and supports that you may find useful should you require further guidance when undertaking your strategic planning processes.

The CSP must be developed in conjunction with your Communities for Children Committee and signed by an authorising officer in your organisation before it is submitted to your Funding Arrangement Manager for review.

Please note that CSPs may be submitted at any time prior to the submission deadline.

Indicative word limits have been applied to the template, however additional content may be provided as attachments.

Please contact your Funding Arrangement Manager in the first instance if you need assistance developing your CSP or you have concerns about meeting the 1 April 2022 submission deadline.

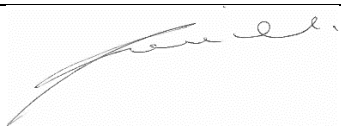
1. Communities for Children Facilitating Partner's Details

This section must be completed and signed before it is submitted to your Funding Arrangement Manager for review.


Facilitating Partner Details

Service Area Name	Cairns South and Yarrabah
FP Name	Mission Australia
FP Contact Name	Margaret Osmond
FP Contact Title	Programs Manager
Address	177 Bruce Highway Edmonton
State/Territory and Postcode	QLD 4869

Community Strategic Plan

Date Communities for Children Committee agreed to Community Strategic Plan	21/04/2022
Name of Facilitating Partner Authorising Officer	Sarah Wilde Area Manager
Signature of Facilitating Partner Authorising Officer	

DSS Use

Date of Submission to DSS	29/04/2022
Date of DSS approval	03/05/2022
DSS Delegate Name	Marie Laffan
DSS Delegate Position	Funding Arrangement Manager
DSS Delegate Signature	

2. Community Needs Assessment

In this section you will describe the **key needs** of children and families experiencing vulnerability and disadvantage in your community, and the **current services and service gaps** within your service area.

Consider these questions:

- What outcomes are you aiming to achieve in your service area (relevant to CfC FP objectives)?
- Who is at risk of poorer than average outcomes? How many are at risk?
- What are the key needs of families at risk of poor outcomes in your service area?
- For example, what are the strengths, assets and opportunities within your service area that could be further developed?
- What are the existing children and family services doing to meet those needs? Are there gaps? How will you address those gaps?
- How will the CfC FP program interact with other programs and services?
- Are there emerging needs for your community that you need to be proactive in addressing?
- What are the issues, risks and protective factors associated with the prioritised needs?

You should draw from multiple sources to answer these questions. For instance, research evidence, published data about your community, Data Exchange (DEX) data, community consultations, and your own knowledge of the community's demographics and social issues. Practice wisdom, while valuable, should be included as one part of a balanced evidence-informed approach that includes research / data and community / participant perspectives.

A range of selected data sources that may be useful when conducting needs assessments is available at **Appendix B**.

State and territory agencies will have additional data on school attendance, domestic violence, child protection and crime. For example:

- [Mapping Economic Disadvantage in NSW](#) – NSW Council of Social Service

If you want to undertake a formal needs assessment process, the AIFS Expert Panel Project has developed a [Needs Assessment](#) resource that may be helpful.

Outline information about community needs and service provision below: Key needs within the community – guiding questions

We will take the approach of using universal, 'Soft' entry points, non-stigmatising, and proportionate universalism (the concept that people across the whole population gradient are entitled to social benefits proportionate to their needs) (*Professor Frank Oberklaid OAM, MD, FRACP is the Foundation Director of the Centre for Community Child Health at The Royal Children's Hospital, Co-Research Group Leader (Policy, Equity and Translation) at the Murdoch Childrens Research Institute and an Honorary Professor of Paediatrics at the University of Melbourne – lecture in Cairns 2017*).

What are the key outcomes you are aiming to achieve in your service area?

Strategies to support our priorities will target specific areas of vulnerability and disadvantage through parenting programs, social and emotional wellbeing programs, playgroups, social networks, culturally appropriate and inclusive. Accessible programs and family-friendly free community events in areas of statistically higher disadvantage providing soft entry approaches for harder to reach families.

The key outcomes we will be aiming to achieve are:

Children are developing well by age 6

- Children have secure attachment, consistent routines and quality environments that are stable, positive, stimulating, safe and secure
- Parents understand what to expect during each stage of their child's development and strong parent-child relationships
- Intending and expecting parents, and the wider community are aware of and understand the importance of the first 1000 days

Children are Safe and Secure

- Parents will be more involved in their child or children's lives
- Increased positive interaction between fathers and child or children
- Fathers are empowered and educated gaining greater confidence in their fathering abilities.
- Fathers establish a stronger support network

Children are engaged, learning, and achieving

- Children attend early learning, and can participate fully and enjoy learning
- Young children successfully develop the capacity to form secure relationships, experiences and regulate emotions

Empowering vibrant communities

- Families, children, community, and social networks are strengthened
- A healthier community in Cairns South
- Families will be more engaged in their child's development

Access to place-based services

- The community's voice is heard and passed onto the Cairns South Together Collective Impact steering committee for advocacy
- CfC activities and programs are well attended

Culture, identity, and inclusion

- Cultural diversity is recognised and embedded in our activities
- People from all backgrounds are included and respected in Cairns South
- Diverse groups feel welcome and attend community activities

What are the key needs of families at risk of poor outcomes in your service area, and what evidence do you base this assessment on (short hand, not long data / evidence lists needed)?

Data has identified pockets of families experiencing 'high need' and 'entrenched disadvantage' within the CFC target communities. Children and families identified as highly vulnerable and at risk of poor health and learning and development outcomes in CFC target area includes low-income families, young parents, families with limited capacity to access information independently, families with low levels of English literacy skills, families affected by domestic violence, families reliant on Centrelink payments as their sole source of income, migrant families, Aboriginal and Torres Strait Islander families. (*State of the Children Report Wilson & Davis 2016 and 2019*). These are the families we will be targeting.

Data also identified in 2018 within the Cairns Southern Corridor, most of the communities were doing better than or were comparable with the Cairns AECD community (72.9%) except for White Rock (66%), Edmonton and Surrounds (65.9%), Bentley Park (70.6%) and Yarrabah (64% in 2021 - A decrease from 2009). These are the areas we will be targeting.

Throughout 2020, 2021 and the early part of 2022 Mission Australia held a series of workshops and community feedback sessions consisting of data days (service providers) and data and community feedback – what is data and community telling us that many children, young people, and families are struggling with? One of the key opportunities for change identified was babies are being born into homes and environments where they are not supported to grow, develop and thrive. CfC South Cairns and Yarrabah have a role in supporting parents to make a change for families to be able to support their children to develop, grow and thrive.

The key needs are:

- Many children are missing vital building blocks in their first 1000 days and are starting school already developmentally vulnerable. (*data and community feedback; State of the Children report, JCU systems mapping, CWC Workshop insights*)
- Developmental delays are not being recognised early for those families not attending day care or other early learning program. This is identified in the AECD data (*Yarrabah 2021, Cairns South 2018*).
- Access to specialist services. With the introduction of the NDIS to our area, especially the ECEI, the waitlists to see professionals such as Speech Pathologists has increased and not decreased due to high demand. (*Mission Australia internal data (ECEI), Queensland Health data, feedback from families*).
- Deficiency of parenting programs for fathers who are separated, single or from different cultural backgrounds. This is feedback we have received from our community consultations over several years. There are only two parenting programs specifically for fathers in the CfC target area. One of which is the CfC Fathers Strengths Program. There is however a father's playgroup that operates weekly in Gordonvale where referrals are made to the two Fathers Parenting groups mentioned above.
- Access and referrals to specialist counselling services or family supports services is difficult as there are waitlists of up to three months across the region. This information is supported by the Family Support Network and the Children

and Families Network. Updates on waitlists are shared throughout the services monthly and includes current waiting periods for new referrals.

- Data has identified that community participation and social networks is low in our target areas. This includes not only CALD and Aboriginal & Torres Strait Islander families but all families. (*State of the Children Report 2016 Wilson & Davis*). Our community consultations also identified that there is a gap in the number of activities for children and families from our target groups and target areas in the school holidays. Cairns Regional Council facilitate a few activities, but these fill up quite quickly. There are several vacation care programs operated by childcare centres, PCYC and some schools that also fill quickly. The barriers for our target group are cost and accessibility.

What are the existing children and family services doing to meet those needs?

- The Cairns Early Years Centre (EYC) have two centres within our target area and offer playgroups, kindergarten and specialists assistance (Speech Pathology). The EYC also offer a parenting program, Circles of Security. This program was only accessible Monday to Friday during business hours. CfC funding allowed the EYC to offer this program in the evenings and on weekends and now available to the Japanese community.
- Education Queensland regulate the Childcare centres and offer kindergarten within the centres as well as in some of the primary schools (C&K). Education Queensland also now offer KindyLinQ at one school within our target area. The KindyLinQ is for families in the year before their child can start kindergarten. Education Queensland Early Childhood department also facilitate the Early Childhood Network that consists of Childcare Centres, Kindys, CfC, EYC and some primary schools and share data such as AECD. Education Queensland advertise they offer support for preschool students with developmental delays but what we are hearing from families is that the schools are unable to fulfill that requirement.
- Queensland Health specialist clinics for children displaying developmental delays are offered but again there is a waitlist. Queensland Health operate a Community Health centre within our target area that offers pre and post-natal care, child immunisations and dental care for school age students.
- Communities for Children, EYC, Community Partners, Education QLD, QLD Health and Wuchopperen Health Services work closely together to seek out families who are not attending a playgroup, kindergarten or childcare service, from within our target groups and target areas, with the purpose to link the families to a suitable program, activity or service. We do this by holding soft entry events in places where families already meet or at facilities they use. For example: Hambledon House Community Centre (HHCC) holds family fun days and attracts many families and community members from a whole range of diverse groups and socio-economic backgrounds. At these events, not only fun activities are on offer but also information from all our partners (community partners and collaborative partners) is available and a connection can be made for that family or community member to the service system or to a supportive community group. We also partner with the Cairns EYC for similar events, called neighbourhood days (in targeted areas), where we take the event to a local park for families to access.
- Wuchopperen Health Services offer Wuchopperen's Family Wellbeing Program (Family Support) in Yarrabah through a continued partnership with Gurriny Yealamucka Health Services and the HIPPY (Home Interaction Program for Parents and Youngsters) Program, a two-year program which helps children achieve at school (Edmonton only). From Wuchopperen's Manoora (not Cairns South) site services available are: Wuchopperen's ANFPP program: First Time Mum's known locally as the First Time Mum's Program its aim to improve pregnancy outcomes and child health and development, playgroup, Come Yarn and Craft, Positive Parenting Program (Triple P), Read and Play (in partnership with the Benevolent Society).
- Yarrabah State School Pre prep – preparing children for prep at the primary school.

- Yarrabah Child Care Centre – a 40 place long day care centre offering childcare focusing on improving the cognitive, vocabulary and social development of the child by providing safe and mentally stimulating spaces to explore, play and learn the rules of social interaction at a pace that meets each child's individual needs. Majority of users of this centre are workers.
- Communities for Children 3a Playgroups (Cairns South & Yarrabah) – 3a Playgroups is a combination of teaching and learning strategies designed to enhance children's cognitive, emotional and communication outcomes and readiness for school. 3a focuses on social, emotional, and cognitive areas of development but gives particular emphasis to language. 3a Playgroups can be a support for families waiting on a formal assessment as the focus is on child development and parents can access support.
- Innate Therapies (CFCFP) – offering social and emotional well-being programs and parenting programs. Bringing up Great Kids and Parenting Children with Trauma.
- Rock Impact Inc (CFCCP) – offering a parenting program for fathers or father figures. Delivered for fathers by fathers, The Strengths Program.

Are there emerging needs for your community that you need to be proactive in addressing?

In our data collection we have noted that; *'The fastest growing area will be Gordonvale and Trinity which is projected to grow at 5.4% per year over the next 25 years. This will require attention be paid to these areas with resources and facilities to accommodate a high growth rate'*. It will be a priority to review and track local data collected by CfC and other contributing service providers on to the new SEER data bank (being developed now), with the community, our committee, community partners and collaborative partners, our CSP and AWP to ensure activities are accessible to this growing community. Changes and amendments will be made if found necessary as this area develops.

What are the strengths, assets and opportunities within your service area that could be further developed?

The strengths, assets and opportunities within our service area that could be further developed are more resources and programs, especially evidenced based programs, to be available in more languages and modified for cultural safety. While we have commenced working in this area with the translation of Circles of Security to Japanese and our planned mentoring with selected cultural groups in the next four years. Mentoring and supporting CALD groups to be the service delivery to their own community ensures content, delivery and cultural safety is assured. As you can appreciate, this does take a lot of resources. We are currently gauging interest through community consultation and ground-truthing our evidence with different cultural groups to determine which languages would be the priority for the Cairns South area.

In 2019 the Communities for Children program funded Working Visions to conduct phase two of the collective impact initiative. The project researched, engaged, analysed, and collated data to inform the development and establishment of the governance structure (steering committee and associated Collaborative Working Clusters) for the Cairns South Together (CST) Collective Impact project. Since the establishment of the CST there will be opportunity for collaboration and data-sharing between entities involved in the CST, including CfC, which will enhance CfC FP's opportunities to identify and address gaps in service delivery as well as respond to community need in 2022 and beyond. The CST will embark on the introduction of a data platform (SEER) which will deliver an interactive access to analyse and share open data alongside private data to solve complex community problems together. Localised data collection is a priority for the CfC Committee and the Cairns South Together Collective Impact.

Additionally, through significant sector engagement, the second State of the Children report was produced in 2019. The 2019 Report provides a range of entities with baseline and

comparative data and updates on the childhood development indicators identified in the 2016 State of the Children Report. It aims to provide a snapshot in time of the state of children and young people, aged between 0 and 19, living in the Cairns South region and provides the original 2016 data to allow the reader to observe any changes that have been noted. With the addition of localised data sets, this will greatly enhance the next State of the Children Report planned for 2024.

CfC has undertaken extensive Asset Mapping across Cairns South and Yarrabah over the last half of 2021. This project was undertaken utilising an Asset Based Community Development framework from a strengths base approach. During the project community assets of value to the community were identified as well as areas for further improvement.

Furthermore in 2017 the FP undertook service mapping across each state of the children report domain using service provider consultation and desktop information gathering processes.

Going forward, CFC staff, committee, community partners and collaborative partners will continue to build on the activities delivered in previous years to facilitate a range of Children and Family community activities including:

- Events attendance and outreach including Children's Week; Child Protection Week, NAIDOC week, Harmony Day and other significant days
- Hosting Brekkynet (Cairns South) and Black Coffee (Yarrabah) – a bi-monthly Service Provider networking event to promote service delivery information, sharing of information, collaboration, and partnerships
- Targeted On-line Campaigns leveraging off relevant established "days" and "weeks" and place-based initiatives including Families Week, South Side Celebration, Book week and the First 1000 days initiative
- CfC FP will also utilise the resource data emanating from the newly installed Cairns South Data platform for future monitoring of community outcomes. The FP has been intrinsically involved in with SEER in the design and establishment of the data platform. Ultimately this will provide a platform to report community level data change over time.

In relation to the prioritised needs, what are the associated issues, risks and protective factors?

The issues and risks associated with our identified priorities is that if we do not continue to focus on the early intervention and prevention approach children will continue to be born into homes that do not have the right factors and environment for them to thrive.

Early intervention and prevention are our best chance of breaking the cycle of poor outcomes for children in the long term. This approach creates a nurturing, safe and secure environment for children to thrive.

Current service and service gaps – guiding questions

If there are gaps in existing service provision, what are they and how will you address identified gaps?

As mentioned above, the need for family support and counselling service (especially for children) has been identified through the Family Support Network. The waitlist times are a minimum of three months. The South Cairns Specialist Counselling Service is contacted on a weekly basis from local Cairns South Schools for support in this area. This is not a service that CfC Community Partner can offer. The CfC Facilitating Partner through their networks will continue to ensure this issue is an area of priority for advocacy with the Cairns South Together Collective Impact. CfC parenting programs can provide parents and carers

with the tools and strategies to improve family functioning while the social and emotional wellbeing programs can provide young people with the tools to regulate emotions and improve mental health. CfC programs can be an alternative service for some families and a space to receive some support until a specialist service can be sourced.

How will the CfC FP program interact with other programs and services?

CfC FP Cairns South and Yarrabah have established long term collaborative partnerships, networks, and the Cairns South Together Collective Impact (no government funds are used to support the collective impact movement). Some of the collaborations and networks are: CfC Brekkynet, CfC Black Coffee (morning tea), Family Support Network, Community Neighbourhood and Environment Collaborative Working Cluster, Early Years and Families Collaborative Working Cluster, Service Integration Collaborative Working Cluster, Cairns Early Years Conference Committee, Cairns Alliance of Social Services, Children and Families Local Level Alliance (Child Protection focus), Far North Early Childhood Network and Connect 4 Kids. Membership of the above-mentioned Collaborative Working Clusters consist of service providers and community members. Community membership is at different levels for the clusters; for example, the Community Neighbourhood and Environment Collaborative Working Cluster, out of the membership of eight, four are community members. It is a target for each CWC to achieve a minimum of 50% community membership.

We will continue to support CPs and other service providers to deliver soft entry approach events throughout the Cairns South and Yarrabah areas.

For example: Hambleton House Community Centre (HHCC) holds family fun days and attracts many families and community members from a whole range of diverse groups and socio-economic backgrounds. At these events, not only fun activities are on offer but also information from all our partners (community partners and collaborative partners) is available and a connection can be made for that family or community member to the service system or to a supportive community group. We also partner with the Cairns Early Years Centre for similar events, called neighbourhood days (in targeted areas), where we take the event to a local park for families to access.

(Up to 800 words)

3. Community Engagement

In this section you will outline the **community engagement strategies** you plan to use in your Service Area. Your response should include information about:

- Who you will engage with and why
- How you will engage to ensure ongoing involvement/participation
- Any challenges or barriers you see in engaging with particular groups or individuals e.g. children, business etc., also giving consideration to impacts of Covid-19 and other local contexts (i.e. bushfires / flooding) and the strategies you will use to try to overcome them.

When completing this section, think about the target groups you want to engage with in a broad sense, as well as how you will engage to best ensure the voice of the beneficiary is heard. For instance, you may wish to engage with individuals/families, directly with children, with particular neighbourhoods, philanthropic organisations, schools, academia/researchers, other service systems, local media and business.

Reflect on why you want to engage with each target group. Is it to explore innovation? Encourage collaboration and service integration? Consult on activity design? Build enthusiasm for the agenda? Contribute to the sustainability of initiatives? Evaluate progress?

Undertaking broad community engagement brings valuable, representative voices to the discussion and is an important aspect of strong local collaboration.

You should also think about how well your governance structures and community feedback mechanisms are working and identify any gaps in communication and participation of particular groups.

Your strategy needs to address the [Families and Children Access Strategy](#) requirements.

Interaction with other initiatives

If [Stronger Places Stronger People](#) (SPSP) or [Empowered Communities](#) are active in your service area, consider please encourage engagement with relevant leadership groups as part of your strategy.

Below are some resources on how to engage and collaborate with communities and partner organisations and evaluate inter-agency partnerships.

Community engagement and inter-agency partnership approaches

- [Creating change through partnerships](#) – SNAICC guide to establishing partnerships between Aboriginal and Torres Strait Islander organisations and non-Indigenous child and family organisations
- [Community engagement: A key strategy for improving outcomes for Australian families](#) – AIFS paper about adopting community engagement strategies in practice
- [Collective Impact: Evidence and implications for practice](#) – AIFS paper that explores the collective impact framework
- [Interagency Collaboration](#) – AIFS paper about how to maximise the effectiveness of interagency collaboration
- [Deep Collaboration](#) – an approach to collaboration and shared leadership created by First Nations and other multicultural Australians

- [Partnering with Indigenous organisations for a sustainable environment](#) – Department of Environment and Energy guide for non-Indigenous organisations partnering with Indigenous organisations and communities
- [Working together to keep children and families safe: Strategies for developing collaborative competence](#) – AIFS practice paper focused on improving cross-sectoral relationships between child protection and child and family welfare practitioners
- [Platform C](#) Resource Hub – A useful library of tools and resources for collective change.
- [Most Significant Change \(MSC\) technique](#) – an approach to help monitor and evaluate social change programs and projects, particularly at the community level.

Tools for measuring inter-agency partnerships

- [SNAICC partnership audit tool](#) – Measures progress towards genuine partnerships where Aboriginal and Torres Strait Islander families are concerned
- [Collaboration Health Assessment Tool \(CHAT\)](#) – Measures how collaborators are working together now and into the future
- [VicHealth partnerships analysis tool](#) – Helps organisations entering into new partnerships assess, monitor and maximise effectiveness
- [Change cycle progress mapping tool](#) – Helps collaborators to understand which phase of the collaborative change cycle they are in and what can be done to continue making progress.

Outline your community engagement strategy below.

Guiding questions

Who in the community will you engage with? (Giving consideration also to the groups described under Section 2)

We will be targeting all the South Cairns and Yarrabah families with children 0-12 years old with a special focus on those families who are at risk, vulnerable or live in the areas of Yarrabah, White Rock, Edmonton and Surrounds and Bentley Park. Other target focus will be fathers, the CALD community, the Aboriginal community, and the Torres Strait Islander community.

Why are you engaging with them?

Mission Australia Cairns and Yarrabah, Communities for Children, engages with the community because it is strongly committed to open, accountable deliberative democracy and community participatory engagement methods that involves and includes the people it services and to support this has developed a Community Engagement Framework to ensure a coordinated and consistent approach to all engagement activities undertaken.

We have adopted a Community Development / Engagement framework based on inclusive, strength based approaches.

- adopt a strengths-based approach, identifying where strengths currently exist and where they can be enhanced.
- seek to work to improve outcomes from within a framework of what is working.
- Identify in our community the things that work well already, where people have experienced some success, some satisfaction and something positive in their life.
- Use a collaborative approach, encouraging and supporting our community to listen to each other's stories, share knowledge and through conversations create new knowledge.

Another reason why we engage is whatever we do will be more effective if the people affected by our work;

- understand what we are doing and what it will mean for them
- are involved at whatever level they wish to be, to ensure the best outcome.
- Have input into the way they are engaged and where possible allow people to be included in the design of the engagement process and/or methods

How will you ensure their ongoing involvement/participation?

CfC have created and sustain opportunities for community members to hear share and inform strategies and plans for their community. Our CfC committee is made up of representatives of community members, QLD Police Service, QLD Health, Cairns Regional Council and our community partners. Other opportunities are through community events, celebrating special days, neighbourhood days, community conversations, open days, client feedback, linking with local community groups, pop up stalls in shopping centres, career expos at local schools, Mission Australia's Youth Survey, Cairns South Youth Conference (Cairns South Together) and service expos where community meet services available in their local area. We know the key to engaging and documenting the voice of the community is to let the community know "we have heard you" so will continue to report back to the community. Co-design is very much a part of our planning as demonstrated with the addition of the healthy eating component of the 3a Playgroup at the Hambledon House Community Centre. This was a need identified by the service users. Our work with the Cairns African Association, listening, co-designing, and implementing that meets the needs of the group.

Critical Stakeholders in our community engagement effort and activities include but are not limited to;

Health Services, Queensland Health, Education Queensland, Migrant Settlement Services, Community Centres, our community partners, Early Childhood Centres, CALD Community leaders, children and parents and families and a range of networks, Cairns Regional Council, Yarrabah Council, Cairns South Together Collective Impact.

CfC Cairns South and Yarrabah has been in operation since 2006 and as such has established networks across the region. Stakeholder involvement is both targeted and organic with the organisations named above part of the wide network which CfC reaches.

Our Community Engagement Framework guides consultation and engagement with stakeholders and supports activities with partners and the community. The CfC steering committee represents stakeholders and the community and, in conjunction with the CfC FP, has decision-making authority on CfC activities.

Do you foresee any particular challenges or barriers in engaging with particular groups (e.g. children)? What strategies will you use to address these challenges?

In the Cairns South area, the only barrier we found was the equipment required to provide online services was lacking. Identifying this the FP plans to continue to work with our partners to help them factor in upgrades in equipment and skills required to produce quality online services which may become a permanent part of the service delivery even outside of a pandemic.

Barriers for families is being able to access IT and data is an ongoing issue. For example, Yarrabah still has areas of no mobile coverage and limited access to IT in a confidential space required for service delivery. This is an issue that the CST will continue to advocate for, in Cairns South, and for Yarrabah, the Yarrabah Council have made this issue a priority for their community.

We have been able to be agile during the pandemic, to change methods and tack to suit the emerging issues and the health directive laws to stay available to the community and customers to meet their needs and hear their voice. We will continue to work with our partners to address any challenging circumstances.

Another barrier we have identified has been language barriers. To remedy this, we are working in partnership with our partners and Centacare to translate some of our programs on offer into other languages. Our test case is Circles of Security, translation into Japanese. If successful we will identify other groups that would benefit from this.

Another solution is to work closely with different language and cultural groups to build their capacity to be community partners, to deliver programs and activities that will be culturally safe. To this end we are currently working with the Cairns African Association to build their capacity with the view that they will be able to be a Community Partner in our new Activity Work Plan. We will continue to identify and engage with other cultural groups with the view of becoming community partners or accessing our grassroots funding opportunities.

Considering the impacts of Covid-19 and other local contexts (i.e. bushfires / flooding), will there be new or modified ways of engaging with the community?

Cairns South and Yarrabah are at the mercy of tropical cyclones each year. The threat between November and May is well known to locals. Community Partners are requested to development a disaster management plan that would include service continuity. In recent times the effects of cyclones have been minimal and short. Access cut to any areas of the community, whether by water or debris is usually only a few days. When such an event occurs, movements are governed by the local disaster management team (Yarrabah and Cairns) and the Police Service.

Whether the event is a bushfire, flood, COVID-19 or cyclone we would approach in the same way and follow the advice of the disaster management centre or health directive. As soon as it is safe to do so CPs would commence contacting their clients for a check in and assess the most pressing needs.

Once the access and situation has been assessed, CPs and the FP would move to alternative methods of service delivery, depending on the situation, which could be different for community members even within the same community. Tools to hand would be landline, mobile phones, Zoom, TEAMS, Facebook and safety and weather permitting, a change of venue. The alternate method used would be in consultation with clients.

In the event of preparing for such an event our priority is to assist the local disaster management teams or Health to ensure all the relevant information is received by community and clients.

COVID-19 in Queensland did not become a major barrier (outside the initial lockdown in 2020) until the borders opened on the 17 December 2021. Even in the first lockdown in 2020 we as facilitating partners and our community partners moved very quickly to online support. Various methods were used, Zoom, TEAMS, Facebook, activity packs to families and access via phone. This was a great learning opportunity for the entire community. We were able to test which programs were able to move to online delivery and some of the barriers.

For Yarrabah one of the biggest barriers, and it remains so, is access to IT and data. There is section of the community that only Telstra can service, a section that Optus can service and yet another section with no service at all. The Yarrabah Council and Local Leadership group are currently working on resolving this issue with no updates at the time of writing this CSP. Previously during COVID lockdown, CfC and Circles of Care were able to team up with the Yarrabah Council to supply families with activity packs for families with children 0-12 years along with phone follow ups if needed. The team of CfC, Circles of Care and Yarrabah Council were also able to arrange for delivery and distribution of one tonne of donated goods for families during the lock down. CfC aim to stay agile to be able to take advantage of opportunities that will benefit community and partner with local organisations and/or community members.

(Up to 800 words)

4. Service Area Vision

Drawing on your community needs assessment and community engagement processes, describe the **vision** for your Service Area. The vision should provide a clear and concise statement of the aspirations for the future of the service area. Ensure that your vision encompasses the Families and Children Activity outcomes and the Communities for Children Facilitating Partner objectives (**Appendix A**).

The Vision for Communities for Children Cairns South and Yarrabah

“A connected and family-friendly community in which children develop well feel safe and secure are happy, healthy, learning, and active.”

Our Vision encompasses the Families and Children Activity outcomes and the Communities for Children Facilitating Partner Objectives and is aligned with *The National Association for the Prevention of Child Abuse and Neglect’s (NAPCAN)* definition of a child friendly community as one in which children are valued, supported, respected, provided for and actively included. It is one where children:

- play a part – are included in decisions, are free to take part and express themselves and to receive information
- reach their potential – receiving the education and opportunities required to fully develop socially, emotionally, culturally, physically and spiritually
- live well – receiving all the basic needs of food, clothing, shelter and health
- are free from harm – protected from all forms of abuse and neglect.

Development and nurturing of relationships within families, between families, and the wider community, and with the service system act as the drivers in the successful development of a child friendly community. *Evidence into Action Topical Paper –Child Friendly Communities – June 2006 Australian Research Alliance for Children & Youth*

Partnerships between local government, business, local cultural and community organisations and services (including schools), families and children are essential if child friendly communities are to be built. *Evidence into Action Topical Paper –Child Friendly Communities – June 2006 Australian Research Alliance for Children & Youth*

(Up to 500 words)

5. Priority Areas

Drawing on the Community Needs Assessment and Community Engagement strategy, in this section, describe the priority areas that you need to focus on to achieve your vision.

Priority Areas are the areas that the community wants you to focus on. The priority area may be a particular target group (e.g. young parents), a service gap (e.g. parent education), or systemic issue (e.g. adult services being disconnected from children's services; low rates of literacy).

Information about each priority area should include:

- An overview of the priority area
- Why you have chosen it as a priority area
- How it relates to the Families and Children Activity's outcomes and Communities for Children FP objectives
- What would success look like
- What strategies you will use to achieve improved outcomes in this priority area. For instance, funded direct service delivery or other actions a FP and its Committee could undertake such as improving service delivery capability, building community awareness, or engaging with other relevant service providers, such as adult services.
- What assets, resources, strengths can be used to address each priority area.
- The method you will use to collect information and measure whether outcomes in this priority area change over time.
- Outline the key stakeholders that will be critical for success.

Priority Area One DEVELOPING WELL BY AGE 6

This priority area focuses on child development during the early years (from maternal health through to the first year of school). The early years of a child's life have a profound impact on their future health, determining the quality of health, wellbeing, learning and behaviour across the life span. Creating an optimal environment for early childhood development lays the foundation for improving education, employment and health outcomes beyond school (DEEWR 2009).

Programs will encourage and support the development of secure attachment, consistent discipline and quality environments that are stable, positive, stimulating, safe and secure and which increase improved individual, family and community functioning. CFC activities targeting hard to reach families and those addressing gaps in current service delivery or value adding to current Evidenced Based Programs will be considered under this strategy.

A key part of this will be playgroups for parents and young children 0-6 years as they are increasingly viewed as an important part of Australia's early childhood landscape, alongside formalised quality early childhood education. Playgroups benefit children by providing opportunities for parents to understand developmental needs of their children for social skills, learning competence and positive social-emotional functioning, as well as facilitating positive transitions to kindergarten and to school (Hancock et al, 2012; Mize & Pettit, 2010; Oke, 2007).

This Priority was selected as it will meet key needs as identified in this CSP. Focus on the First 1000 days, supporting families with their child/rens developmental needs. 3a Playgroups is a combination of teaching and learning strategies designed to enhance children's cognitive, emotional and communication outcomes and readiness for school. 3a focuses on social, emotional, and cognitive areas of development but gives particular emphasis to language. 3a Playgroups can be a support for families waiting on a formal assessment as the focus is on child development and parents can access support.

What would success look like:

Reduction in the adverse childhood experiences with children developing well. Parents aware of their child's developmental stages and seeking early intervention when needed so children are ready to start school.

Funded direct service delivery:

- **Strategy 1:** Informing, engaging, and educating our targeted parents on the importance of the first 1000 days. **Overall aim:** To raise awareness of the importance of the first 1000 days on a child's life.
 - **Outcome:** Children have secure attachment, consistent routines and quality environments that are stable, positive, stimulating, safe and secure. Parents understand what to expect during each stage of their child's development and develop strong parent-child relationships.
- **Strategy 2.** Developing targeted messaging to the Cairns South Community. **Overall aim:** To reach intending and expecting parents and the wider community of Cairns South
 - **Outcome:** Intending and expecting parents and the wider community receive messaging of the importance of the first 1000 days.

Outcome measurement:

Parents / carers skilled and equipped to support child's development. A pre and post program assessment tool. Post program assessment including parent surveys measuring perspective on things such as how have they or their child have changed since being in the program. Another measure will be AECD data that is collected every two years. Comparisons can be made at a school level and SA2 level.

What assets, resources, strengths can be used to address this priority area:
Assets that this priority will draw on are access to venues that are accessible and welcoming to our target group. Venues that are in our target areas. Strengths are the parents and children themselves who play a part in their support of playgroup and offer feedback for improvement or change. Resources developed by 3a such as the Learning Games. Established network of partners and the wider service system, that we are embedded in, to continue to refer families to our services. The local data collection platform SEER, that will record local level data that will assist to inform future service delivery.

FAMILIES AND CHILDREN ACTIVITY FRAMEWORK ALIGNMENT:

Family relationships flourish.

Communities for Children Objectives:

- To improve the health and well-being of families and the development of young children, from before birth through to age 12 years, paying special attention to:
 - Healthy young families — supporting parents to care for their children before and after birth and throughout the early years;
 - Supporting families and parents — support for parents to provide children with secure attachment, consistent discipline and quality environments that are stable, positive, stimulating, safe and secure;
 - Early learning — provide access to high quality early learning opportunities in the years before school; provide early identification and support for children at risk of developmental and behavioural problems; assist parents with ways they can stimulate and promote child development and learning from birth; and
 - School transition and engagement - support children and families to make a smooth transition to school and work with local schools to assist children and families with their ongoing engagement with school.
- To create strong child-friendly communities that understand the importance of children and apply this capacity to maximise the health, well-being and early development of young children at the local level.

ARACY alignment

Family Level: Family's physical health. Healthy eating. Family's mental, emotional health.

Child Level: Emotionally, well happy and supported. Age appropriate development

Outline the key stakeholders that will be critical for success.

Referral pathways	Access Housing Ruth's Women's Shelter Women's Centre FNQ SHAC NQ Women's Legal Service NDIS Providers Playgroup QLD PALS Program Nutrition Qld Community Health Centre
Referral pathway and support visits to playgroup sessions	Smith Family CfC Community Partners
Referral pathway and venue	Hambleton House Community Centre White Rock State School Woree State School Yarrabah State School
Venue	Yarrabah Council
Referral pathway and support with health services	Gurinny Yealamuck Health Services
Referral pathway and sharing information	Yarrabah Kindergarten CfC Black Coffee

	Yarrabah Council Wugu Nyambil VPG
Sharing information	Education Queensland Yarrabah Day Care Centre Yarrabah Elders Group Yarrabah Early Childhood Community Network Remote Area Access Team Women's resource Centre
Parents and children	Participation and feedback

(Up to 800 words)

Priority Area Two - SAFE AND SECURE

This priority focuses on building parental capacity and strengthening families. Children who are loved and safe are more confident, have a strong sense of self-identity and higher self-esteem. From a strengths-base, facilitate opportunities for the Cairns South community, children and their families to feel safe, loved and cared for.

This priority was selected because research shows (*Bowlby & Ainsworth*) that a secure attachment is - Children who can depend on their caregivers show distress when separated and joy when reunited. Although the child may be upset, they feel assured that the caregiver will return. When frightened, securely attached children are comfortable seeking reassurance from caregivers. Both caregivers are important in this role. Parenting Programs explore this theory. Some fathers who have had adverse experiences need support and guidance to be the best father they can be. Parenting programs can result in positive parenting/caregiver practices and provides the child with the feeling of being safe and secure.

What would success look like:

Reduction in the adverse childhood experiences with children developing well and not exposed to toxic stress. Parents being the best parent they can be.

Children more likely to see others as supportive and helpful and themselves as competent and worthy of respect. They relate positively to others and display resilience, engage in play and are more successful in the classroom and in interactions with other children.

Funded direct service delivery:

Strategy 1: Parents have access to intensive and tailored support programs that focus on parental capacity and improving child /parent attachment.

Strategy 2: Engaging Fathers – Specific programs for Dads that encourage and support the development of secure attachment, consistent routines and quality environments that are stable, positive, stimulating, safe and secure and that seek to increase improved individual, family, and community function. CFC activities addressing gaps in prevention and early intervention responses to domestic and family violence will be considered under this strategy. Father-specific parenting programs for groups such as expectant fathers, fathers of children with a disability, Indigenous fathers, CALD fathers, separated fathers and fathers of primary school-age children.

Overall aim: Parents thrive as caregivers – outcomes for children 0-12 years are improved.

Outcome: Parents will be more involved in their child/ren's lives. Increased positive interaction between parent / parents and child/ren. Parent / parents are empowered and educated gaining greater confidence in their parenting abilities. Parent / parents establish a stronger support network. Fathers more involved in their child/ren's lives. Increased positive interaction between fathers and child/ren. Fathers are empowered and educated gaining greater confidence in their parenting abilities. Fathers establish a stronger support network.

Outcome measurement: Pre and post program data gathered using surveys to measure parent personal agency. The Parent Empowerment and Efficacy Measure (PEEM) will be used. The Parent Empowerment and Efficacy Measure (PEEM) uses a strengths based approach to measure parent functioning. It focuses on caregivers' sense of control or capacity to engage confidently with the challenges of being a parent. The PEEM places parents at the centre of their own future, encouraging them to identify their existing parenting strengths, and any influences within their environment that may help or hinder their capacity to achieve their parenting goals.

What assets, resources, strengths can be used to address this priority area:

Assets are venues that are in our target areas. Strengths are the parents themselves who play a part in participating in the program and their feedback for improvement for change.

The parenting programs are evidenced based with one of the programs being developed locally, tailored to meet the need of the target groups. Fathers themselves, after completing the program are volunteering to return and mentor other fathers. Established network of partners and the wider service system, that we are embedded in, to continue to refer families to our services. The local data collection platform SEER, that will record local level data that will assist to inform future service delivery.

FAMILIES AND YOUNG CHILDREN FRAMEWORK ALIGNMENT:

Family relationships flourish - Positive parenting/caregiver practice

ARACY alignment:

Valued, Loved and Safe

Family Level: House is safe and positive family interactions

Child level: Feels loved and cared for

Communities for Children Objectives:

- To improve the health and well-being of families and the development of young children, from before birth through to age 12 years, paying special attention to:
 - Healthy young families — supporting parents to care for their children before and after birth and throughout the early years;
 - Supporting families and parents — support for parents to provide children with secure attachment, consistent discipline and quality environments that are stable, positive, stimulating, safe and secure;

Outline the key stakeholders that will be critical for success.

Referral pathways	Act for Kids Dept of Child Safety Centacare Past clients Education Queensland Family Support services
Referral pathway and support visits to sessions	Cairns South Together Collective Impact CfC Community Partners Relationships Australia
Referral pathway and venue	Hambledon House Community Centre
Venue	Northern Outlook
Sharing information	Education Queensland Queensland Health
Parents	Participation and feedback

(Up to 800 words)

Priority Area Three ENGAGED, LEARNING & ACHIEVING

This priority considers whether children are getting the practical support, encouragement, and opportunity to learn and participate in formal and informal education experiences. It considers whether children are acquiring the skills they will need to support a continual process of lifelong learning. Children learn from both within the home and outside the home. While the family environment is very important to future learning, participation in early childhood education and care services is also crucial to enabling children to perform well at school and to learn the skills they require for their future lives (AIHW, 2012a).

“Children and young people who fail to engage in school, work or other education/training are at risk of school failure, unemployment, risky health behaviours and mental health problems, social exclusion, and economic and social disadvantage over the longer term.” (PHIDU 2011)

This priority was select because learning starts from an early age. The importance of understanding that early childhood education can be sought from a provider, but that the education continues at home. Parents having the skills to be involved in their child's learning experience and understand that learning can commence from year 0. Another aspect for a child to be engaged in learning and achieving is to be able to socialise with peers in a positive way.

What would success look like:

Every child is on track throughout primary school, so they have an equal learning journey

Funded direct service delivery:

Strategy 1. Facilitate opportunities that engage children and their parents in early learning and development programs to ensure that young children enter school with the necessary skills to succeed.

Overall aim: Children start school ready to learn and have the opportunity to succeed in life.

Outcome: Children attend early learning and can participate fully and enjoy learning.

Outcome measurement: Number of children who have experienced and/or engaged in an education program (playgroup, preschool, kindergarten, day-care). Another measure will be AECD data that is collected every two years. Comparisons can be made at a school level and SA2 level.

Strategy 2. Improved social and emotional wellbeing

Overall aim: Social skills allow children to engage in school and form good relationships with teachers and friends.

What assets, resources, strengths can be used to address this priority area:

Assets that this priority will draw on is access to venues that are accessible and welcoming to our target group. Venues that are in our target areas. Strengths are the parents and children themselves who play a part in their support of playgroup and offer feedback for improvement or change. Resources developed by 3a such as the Learning Games. Established network of partners and the wider service system, that we are embedded in, to continue to refer families to our services. The social and emotional wellbeing programs are locally created to meet the needs of the target groups and are age appropriate. The local schools advise on the need within their school for social and emotional wellbeing support in their schools as well as the emerging needs that are identified by counselling services. The local data collection platform SEER, that will record local level data that will assist to inform future service delivery.

Outcome: Young children successfully developing the capacity to form secure relationships, experience and regulate emotions. Children who are socially and emotionally healthy and exhibit self-control:

- Have better oral language development and skills and better interpersonal skills
- Have fewer behavioural problems and are more successful in school and beyond
- Have better physical health.

Outcome Measurement: Pre and post program data gathered using specially developed surveys to measure social and emotional wellbeing.

Families and Children Activity framework Alignment:

Children and Young People thrive

ARACY alignment:

Enjoys learning and age-appropriate development

Community Level:

Learning activities outside of school. Unstructured play. School supports individual learning needs.

Family level:

Family values learning. Spends quality time with family.

Child level:

Goes to school or early education. Enjoys learning.

Communities for Children Objective:

- To improve the health and well-being of families and the development of young children, from before birth through to age 12 years, paying special attention to:
 - Early learning — provide access to high quality early learning opportunities in the years before school; provide early identification and support for children at risk of developmental and behavioural problems; assist parents with ways they can stimulate and promote child development and learning from birth and
- School transition and engagement - support children and families to make a smooth transition to school and work with local schools to assist children and families with their ongoing engagement with school

Outline the key stakeholders that will be critical for success.

Referral pathways	Access Housing Ruth's Women's Shelter Women's Centre FNQ SHAC NQ Women's Legal Service NDIS Providers Playgroup QLD PALS Program Nutrition Qld Community Health Centre
Referral pathway and support visits to playgroup sessions	Smith Family CfC Community Partners
Referral pathway and venue	Hambleton House Community Centre White Rock State School Woree State School Yarrabah State School Gordonvale State School Bentley Park College
Venue	Yarrabah Council
Referral pathway and support with health services	Gurinny Yealamuck Health Services
Referral pathway and sharing information	Yarrabah Kindergarten

	CfC Black Coffee Yarrabah Council Wugu Nyambil VPG
Sharing information	Education Queensland Yarrabah Day Care Centre Yarrabah Elders Group Yarrabah Early Childhood Community Network Remote Area Access Team Women's resource Centre Family Support Network South Cairns Specialist Counselling Service
Parents and children	Participation and feedback

(Up to 800 words)

Priority Area Four EMPOWERING VIBRANT COMMUNITIES

Participation in the community for children, young people and adults includes involvement and engagement within the community with peers and clubs, having a voice in matters that concern them and, increasingly, having access to technology for social connections. In practice, creating 'active citizens' means people of all ages are listened to; are supported to express their views; their views are taken into account; and they are involved in decision-making processes that affect them. 'Loss of community has resulted in fragmentation isolation and individualisation, and community building seeks to reverse these (Ife, 1995)'

This priority was selected as a result of rigorous consultation with the CfC Steering Committee, it was identified community participation is a key to a connected community and providing and sharing of information. Participation in community projects or groups impacts society. It can also facilitate fair, equitable, sustainable outcomes. Community involvement or participation underpins all CfC do. An involved community is a cohesive community.

What would success look like:

- Families will be more engaged on a continuous basis in their child's development and will know where and how to access information on the services they require.
- Community is more involved in shaping their community at the planning and co-design stages.

Funded direct service delivery and CfC Facilitating Partner

Strategy 1. Create opportunities for community participation for children, young people, and adults – all abilities access.

Overall aim: To encourage participation in strong, child-friendly communities and neighbourhoods.

Outcome: Families, children, community, and social networks are strengthened.

Funded direct service delivery

Strategy 2. Facilitate promotion of activities that raise understanding of health and wellbeing

Overall aim: Maximise health and wellbeing of young people and families

Outcome: A healthier community in Cairns South

Outcome measurement: Increase in place- based activities that promote wellness (active, connected, resilient and are aware).

CfC Facilitating Partner delivery - building community awareness and engaging with other relevant service providers.

Strategy 3. Providing accessible and tailored information for parents and carers.

Overall Aim: To improve the accessibility of information and services to support parents/carers

Outcome:

1. Families will be more engaged in their child's development as a result of accessing the information available.
2. Services work together to support families

Outcome measurement:

1. Numbers of interaction on social media. Numbers of people accessing programs and services as a result of information from the website and Facebook. Number of

families attending activities and events. Data collected over time from 2022 to 2026 and compare annually to see if there is an increase or decrease.

2. Record and report onto DEX all networks, committees and partnerships that the FP is the lead role. Report within the AWP annual report all outcomes as a result of all networks, committees and partnerships, both as the FP as a lead and the FP as a member.

What assets, resources, strengths can be used to address each priority area:

Assets are access to venues, including parks and other open spaces that are within our target areas to engage with community and target groups. Strength is our increased engagement with CALD groups through our work alongside Centacare. Asset is the formation of the Cairns South Together Collective Impact with representation from Education, Health, Employment & Training, Sport and Rec, ABORIGINAL AND TORRES STRAIT ISLANDER, CALD, other community members, Police and Youth. Resources are the partnerships created over the past five years. Community events that are held quarterly or annually that are planned and delivered through these partnerships. A new addition to this partnership is the Community Development, Neighbourhood & Environment collaborative working cluster (membership with community members represented).

FAMILIES AND CHILDREN ACTIVITY FRAMEWORK ALIGNMENT:

Communities are cohesive

ARACY alignment:

Participating

Community Level:

Community is heard. Helps and helped by friends & neighbours. Social gatherings.

Family Level:

Family activities & games. Appropriate online activity. Family group decisions.

Child Level:

Feels heard. Plays. Opportunities to have a say.

Communities for Children Objectives:

To create strong child-friendly communities that understand the importance of children and apply this capacity to maximise the health, well-being, and early development of young children at the local level

Outline the key stakeholders that will be critical for success.

Stakeholder	How the Stakeholder will be involved
Cairns South / Yarrabah Community	engagement / needs / feedback /co-design
Children 0-12	Participate in CfC activities
CfC Committee	Representation: community members, QLD Police, QLD Health, Cairns Regional Council, Community Partners
Cairns South Together – Collective Impact	advocacy / access to local data bank / collaborative working clusters / collaboration opportunities
Hambledon House Community Centre	engagement / needs / feedback / community venue / community groups / access to services / referrals
Education Queensland	collaborative partner – collaborative networks, share resources, create resources, promotion, use of venues, advice, statistics on educational outcomes, referrals

Queensland Health	collaborative partner – collaborative networks, share resources, create resources, promotion, statistics on health outcomes, use of venues, referrals
Wuchopperen Health Services	collaborative partner – collaborative networks, share resources, create resources, promotion, use of venues
NDIS	collaborative partner – collaborative networks, share resources, create resources, promotion, use of venues, referrals, co-location
Family Support Network	networking with broader sector identifying emerging needs for families
Far North Early Childhood Network	networking with broader sector of early childhood education and training. Emerging needs in the sector
Families and Children Network	networking with broader sector (child protection) – Act for Kids
Cairns Alliance of Social Services	networking with broader sector
Cairns Regional Council	collaborative partner – collaborative networks, share resources, create resources, promotion, use of venues
Yarrabah Council	venue / collaborative partner – collaborative networks, share resources, create resources, promotion, use of venues
Yarrabah Elders	advice
Yarrabah Men's Group	engagement / needs / feedback
Yarrabah State School	venue / engagement / collaborative partner – collaborative networks, share resources, create resources, promotion, use of venues, co-location, educational outcomes data
Centacare	consultative partner – CALD – advice on reaching different CALD groups – referrals – co-design
Rock Impact Inc	community partner
Innate Therapies	community partner
Benevolent Society	community partner
Playgroup QLD	community partner
Cairns African Association	community partner
Aboriginal Corporation for Women	community partner
Cairns Children's Museum	Community partner
Headspace	collaborative partner – co-location
PCYC	collaborative partner – collaborative networks, share resources, create resources, promotion, use of venues
LAC Multicultural Australia	Network, shares information

FAMILIES AND CHILDREN ACTIVITY FRAMEWORK ALIGNMENT:

Communities are cohesive

ARACY alignment:

Participating

Community Level:

Community is heard. Helps and helped by friends & neighbours. Social gatherings.

Family Level:

Family activities & games. Appropriate online activity. Family group decisions.

Child Level:

Feels heard. Plays. Opportunities to have a say.

Communities for Children Objectives:

To create strong child-friendly communities that understand the importance of children and apply this capacity to maximise the health, well-being, and early development of young children at the local level

(Up to 800 words)

Priority Area Five ACCESS TO PLACE BASED SERVICES

This priority focusses on providing access to place-based services, advocating, and supporting individuals, families and the community as needed. Place-based work is important because it brings people together to collaboratively address the needs of individual communities by harnessing the vision, resources, experiences, and opportunities present in each community. QCOSS 22/10/2021

This priority was chosen as a focus to ensure place-based approach will continue in a co-design and in a collaborative way to meet the needs of the Cairns South and Yarrabah areas utilising local knowledge and solutions for local issues. Advocacy is also important, to advocate for the community of South Cairns and Yarrabah to their respective collective impact groups on issues outside of the influence of Communities for Children.

What would success look like:

Communities making decisions for their community. Solutions that meet the need and remains agile to change when needed.

CfC FP Delivery

Strategy 1. To establish and formalise processes to ensure that data and evidence gathered through the CfC initiative are channelled through the Cairns South Together Collective Impact and advocated for. Membership of Cairns South Together is far reaching. To date there are 200 members. The governance committee of Cairns South Together consists of Community (including CALD and ABORIGINAL AND TORRES STRAIT ISLANDER), Health, Education, Police, Training & Employment, Sport and Recreation, Cairns Regional Council and Early Childhood Education.

Overall aim: To increase awareness of issues identified through our community feedback, and advocate on their behalf.

Outcome: The community's voice is heard and passed onto the Cairns South Together Collective Impact steering committee for advocacy.

CfC FP Delivery

Strategy 2. CfC programs and activities are place-based.

Overall Aim: Place-based activities delivered by Local Providers.

Outcome: CfC activities and programs are well attended, community and or client input is collected and used in planning, including co-design.

Outcome Measurement: Numbers of place-based activities occurring and number of attendees. Data collected and recorded on DEX over time from 2022 to 2026 and compared annually to see if there is an increase or decrease. Reported on within the AWP annual report to report on outcomes.

Assets and resources are CfC Staff and committee, their experience in community engagement and community capacity building. Our staff in Yarrabah is 100% of Aboriginal and / or Torres Strait Islander decent. The networks and partnerships available to reach our target groups and target areas. Our community partners and their access to clients for feedback and consultation. The reach of the Cairns South Together Collective Impact. DEX Data to monitor and review. SEER the local level databank for more localised data to assist in planning. Community events and activities as soft entry approaches. Community surveys tailored to target audience. Social media, another opportunity for community voice to be heard.

FAMILIES AND CHILDREN ACTIVITY ALIGNMENT:

Communities are Cohesive

ARACY alignment:

Material Basics – access to services

Community Level:

Community feels heard and supported

Child Level: Feels provided for

Communities for Children Objective:

To create strong child-friendly communities that understand the importance of children and apply this capacity to maximise the health, well-being and early development of young children at the local level.

Outline the key stakeholders that will be critical for success.

Stakeholder	How the Stakeholder will be involved
Cairns South / Yarrabah Community	engagement / needs / feedback /co-design
Children 0-12	Participate in CfC activities
CfC Committee	Representation: community members, QLD Police, QLD Health, Cairns Regional Council, Community Partners
Cairns South Together – Collective Impact	advocacy / access to local data bank / collaborative working clusters / collaboration opportunities
Hambledon House Community Centre	engagement / needs / feedback / community venue / community groups / access to services / referrals
Education Queensland	collaborative partner – collaborative networks, share resources, create resources, promotion, use of venues, advice, statistics on educational outcomes, referrals
Queensland Health	collaborative partner – collaborative networks, share resources, create resources, promotion, statistics on health outcomes, use of venues, referrals
Wuchopperen Health Services	collaborative partner – collaborative networks, share resources, create resources, promotion, use of venues
NDIS	collaborative partner – collaborative networks, share resources, create resources, promotion, use of venues, referrals, co-location
Family Support Network	networking with broader sector identifying emerging needs for families
Far North Early Childhood Network	networking with broader sector of early childhood education and training. Emerging needs in the sector
Families and Children Network	networking with broader sector (child protection) – Act for Kids
Cairns Alliance of Social Services	networking with broader sector
Cairns Regional Council	collaborative partner – collaborative networks, share resources, create resources, promotion, use of venues
Yarrabah Council	venue / collaborative partner – collaborative networks, share resources,

	create resources, promotion, use of venues
Yarrabah Elders	advice
Yarrabah Men's Group	engagement / needs / feedback
Yarrabah State School	venue / engagement / collaborative partner – collaborative networks, share resources, create resources, promotion, use of venues, co-location, educational outcomes data
Centacare	consultative partner – CALD – advice on reaching different CALD groups – referrals – co-design
Rock Impact Inc	community partner
Innate Therapies	community partner
Benevolent Society	community partner
Playgroup QLD	community partner
Cairns African Association	community partner
Aboriginal Corporation for Women	community partner
Cairns Children Museum	Community partner
Headspace	collaborative partner – co-location
PCYC	collaborative partner – collaborative networks, share resources, create resources, promotion, use of venues
LAC Multicultural Australia	Network, shares information

(Up to 800 words)

Priority Area Six CULTURE, IDENTITY & INCLUSION

Focus is on actively encouraging a sense of belonging through community connections and understanding of our diverse cultures. In order to build communities that are resilient enough to attain significant change, people need to be able to work together. A welcoming and inclusive community is one where everyone feels safe, respected, and comfortable in being themselves and expressing all aspects of their identities. It is a place where each person shares a sense of belonging with its other members. It is home.

This priority was chosen because we all want the best community possible. Better communities are built on people having the best opportunities to enjoy life and do well in society and making sure no one is left out or excluded.

What would success look like

An inclusive community where people of all cultures, background, abilities, and age can participate within their community

CFC FP delivery - improving service delivery capability

Strategy 1. Respect and consideration of Culture and diversity is embedded across our work.

Overall aim: Community Partner capacity is built around cultural inclusion and the needs of our community members who come from different cultural backgrounds.

Outcome: Cultural diversity is recognised and embedded in our activities.

Outcome measurement:

Increased diversity reflected in the attendance of CfC programs and activities, recorded on to DEX. Increase in resources for Aboriginal & Torres Strait Islander and CALD groups, outcomes to be reported to DSS on the AWP annual report.

Strategy 2. Create opportunities which promote diversity, a sense of belonging, and identity for Cairns South families.

Overall aim: An inclusive community.

Outcome: People from all backgrounds are included and respected in Cairns South.

Outcome measurement: Programs and activities developed and delivered by Cultural groups for Cultural groups. Outcomes to be reported DEX and to DSS on the AWP annual report.

Assets and resources are CfC Staff and committee, their experience in community engagement, service delivery capacity and community capacity building. Our staff in Yarrabah is 100% of ABORIGINAL AND TORRES STRAIT ISLANDER decent. Our committee is representative of some of the cultural groups. The networks and partnerships available to reach our target groups and target areas. Through these partnerships we will consult with different cultural groups to ask for advice, seek guidance co-plan approaches and involve in the work. Our community partners and their access to clients for feedback and consultation. The reach of the Cairns South Together Collective Impact. DEX Data to monitor and review. SEER the local level databank for more localised data to assist in planning. Community events and activities as soft entry approaches. Community surveys tailored to target audience. Social media, another opportunity for community voice to be heard. Our learnings from our work with the Japanese community and Cairns African Association.

FAMILIES AND CHILDREN ACTIVITY ALIGNMENT:

Children and Young People thrive

ARACY Alignment: Identity and Culture

Community Level: Identify is respected & supported; Connection to community & culture.

Family Level: Family traditions; Family cultural, religious or linguistic practices

Child level: Belonging, positive sense of self; Positive cultural & spiritual identity

Communities for Children Objective:

To create strong child-friendly communities that understand the importance of children and apply this capacity to maximise the health, well-being and early development of young children at the local level.

Outline the key stakeholders that will be critical for success.

Stakeholder	How the Stakeholder will be involved
Cairns South / Yarrabah Community	engagement / needs / feedback /co-design
Children 0-12	Participate in CfC activities
CfC Committee	Representation: community members, QLD Police, QLD Health, Cairns Regional Council, Community Partners
Cairns South Together – Collective Impact	advocacy / access to local data bank / collaborative working clusters / collaboration opportunities
Hambledon House Community Centre	engagement / needs / feedback / community venue / community groups / access to services / referrals
Education Queensland	collaborative partner – collaborative networks, share resources, create resources, promotion, use of venues, advice, statistics on educational outcomes, referrals
Queensland Health	collaborative partner – collaborative networks, share resources, create resources, promotion, statistics on health outcomes, use of venues, referrals
Wuchopperen Health Services	collaborative partner – collaborative networks, share resources, create resources, promotion, use of venues
NDIS	collaborative partner – collaborative networks, share resources, create resources, promotion, use of venues, referrals, co-location
Family Support Network	networking with broader sector identifying emerging needs for families
Far North Early Childhood Network	networking with broader sector of early childhood education and training. Emerging needs in the sector
Families and Children Network	networking with broader sector (child protection) – Act for Kids
Cairns Alliance of Social Services	networking with broader sector
Cairns Regional Council	collaborative partner – collaborative networks, share resources, create resources, promotion, use of venues
Yarrabah Council	venue / collaborative partner – collaborative networks, share resources, create resources, promotion, use of venues
Yarrabah Elders	advice

Yarrabah Men's Group	engagement / needs / feedback
Yarrabah State School	venue / engagement / collaborative partner – collaborative networks, share resources, create resources, promotion, use of venues, co-location, educational outcomes data
Centacare	consultative partner – CALD – advice on reaching different CALD groups – referrals – co-design
Rock Impact Inc	community partner
Innate Therapies	community partner
Benevolent Society	community partner
Playgroup QLD	community partner
Cairns African Association	community partner
Aboriginal Corporation for Women	community partner
Cairns Children's Museum	Community partner
Headspace	collaborative partner – co-location
PCYC	collaborative partner – collaborative networks, share resources, create resources, promotion, use of venues
LAC Multicultural Australia	Network, shares information

(Up to 800 words)

6. Key Stakeholders

In this section, you will provide details of key stakeholders, collective networks, partnerships or initiatives that will need to be engaged to support the implementation of the CSP.

Key Stakeholders

Stakeholder	How the Stakeholder will be involved
Cairns South / Yarrabah Community	engagement / needs / feedback /co-design
Children 0-12	Participate in CfC activities
CfC Committee	Representation: community members, QLD Police, QLD Health, Cairns Regional Council, Community Partners
Cairns South Together – Collective Impact	advocacy / access to local data bank / collaborative working clusters / collaboration opportunities
Hambledon House Community Centre	engagement / needs / feedback / community venue / community groups / access to services / referrals
Education Queensland	collaborative partner – collaborative networks, share resources, create resources, promotion, use of venues, advice, statistics on educational outcomes, referrals
Queensland Health	collaborative partner – collaborative networks, share resources, create resources, promotion, statistics on health outcomes, use of venues, referrals
Wuchopperen Health Services	collaborative partner – collaborative networks, share resources, create resources, promotion, use of venues

NDIS	collaborative partner – collaborative networks, share resources, create resources, promotion, use of venues, referrals, co-location
Family Support Network	networking with broader sector identifying emerging needs for families
Far North Early Childhood Network	networking with broader sector of early childhood education and training. Emerging needs in the sector
Families and Children Network	networking with broader sector (child protection) – Act for Kids
Cairns Alliance of Social Services	networking with broader sector
Cairns Regional Council	collaborative partner – collaborative networks, share resources, create resources, promotion, use of venues
Yarrabah Council	venue / collaborative partner – collaborative networks, share resources, create resources, promotion, use of venues
Yarrabah Elders	advice
Yarrabah Men's Group	engagement / needs / feedback
Yarrabah State School	venue / engagement / collaborative partner – collaborative networks, share resources, create resources, promotion, use of venues, co-location, educational outcomes data
Centacare	consultative partner – CALD – advice on reaching different CALD groups – referrals – co-design
Rock Impact Inc	community partner
Innate Therapies	community partner
Benevolent Society	community partner
Playgroup QLD	community partner
Cairns African Association	community partner
Aboriginal Corporation for Women	community partner
Cairns Children Museum	Community partner
Headspace	collaborative partner – co-location
PCYC	collaborative partner – collaborative networks, share resources, create resources, promotion, use of venues
LAC Multicultural Australia	Network, shares information

Appendix A - Communities for Children Facilitating Partners objectives

- To improve the health and well-being of families and the development of young children, from before birth through to age 12 years, paying special attention to:
 - Healthy young families — supporting parents to care for their children before and after birth and throughout the early years;
 - Supporting families and parents — support for parents to provide children with secure attachment, consistent discipline and quality environments that are stable, positive, stimulating, safe and secure;
 - Early learning — provide access to high quality early learning opportunities in the years before school; provide early identification and support for children at risk of developmental and behavioural problems; assist parents with ways they can stimulate and promote child development and learning from birth; and
 - School transition and engagement - support children and families to make a smooth transition to school and work with local schools to assist children and families with their ongoing engagement with school.
- To create strong child-friendly communities that understand the importance of children and apply this capacity to maximise the health, well-being and early development of young children at the local level.

Appendix B - Selected data sources that may be useful when conducting needs assessments

This table lists a range of selected data sources that may be useful when conducting needs assessments.

Data source	Most recent	Author/Source	Smallest geographical area covered	Main topics covered	Website
National datasets					
Australian Bureau of Statistics (ABS) Community Profiles	2016	ABS	Postal area, suburb, local government area (LGA)	Social, economic and demographic characteristics	https://www.abs.gov.au/websitedbs/D3310114.nsf/Home/2016%20Census%20Community%20Profiles
ABS Table Builder	2016	ABS	Postal area, suburb, LGA	Social, economic and demographic characteristics	https://www.abs.gov.au/websitedbs/d3310114.nsf/home/about+tablebuilder
ABS Socio economic indexes by LGA	2016	ABS	Postal area, suburb, LGA	Socio-economic advantage and disadvantage	https://www.abs.gov.au/ausstats/abs@.nsf/mf/2033.0.55.001
.id community demographics	2016	.id	LGA (data not available for all LGAs)	Population, age, ethnicity, employment, income, disadvantage, family structure, housing	https://profile.id.com.au/
Dropping off the Edge	2015	Jesuit Social Services & Catholic Social Services Australia	Postcode, suburb	Disadvantage	https://dote.org.au/
Social Health Atlases of Australia	varies	Torrens University	LGA	Health, demographics, disadvantage, housing	https://phidu.torrens.edu.au/social-health-atlases
Primary Health Network (PHN) Area Profiles	varies	Commonwealth Dept. Health	PHN region	Health and demographics. Detailed information can be found on individual PHN websites	https://www1.health.gov.au/inter-net/main/publishing.nsf/Content/PHN-Home

Data source	Most recent	Author/Source	Smallest geographical area covered	Main topics covered	Website
Australian Early Development Census	2018	Australian government	LGA	Indicators of early childhood development	Australian Early Development Census (aedic.gov.au)
Mothers, Babies and Children report Supplementary table-Births	2018	Consultative Council on Obstetric and Paediatric Mortality and Morbidity	LGA (Tables 62-65)	Maternal, perinatal, paediatric mortality and morbidity, and birth outcomes	https://www.bettersafecare.vic.gov.au/publications/mothers-babies-and-children-2018
Data tables for Australia's mothers and babies	2018	Australian Institute of Health and Welfare	Statistical Area Level 3, PHN	Pregnancy, childbirth and babies	https://www.aihw.gov.au/reports/mothers-babies/australias-mothers-and-babies-2018-in-brief/data
Settlement reports	2020	Dept. Home Affairs	LGA	Demographics of people granted permanent or provisional visas	https://data.gov.au/data/dataset/8d1b90a9-a4d7-4b10-ad6a-8273722c8628
Australian open government data	varies	Federal, state and local government agencies		A range of topics, including crime, domestic violence and school attendance	https://data.gov.au
Longitudinal Data Sets	varies	National Centre for Longitudinal Data (NCLD)		Including Household, Income and Labour Dynamics in Australia (HILDA) Survey, Growing up in Australia: The Longitudinal Study of Australian Children (LSAC), Footprints in Time: The Longitudinal Study of Indigenous Children (LSIC), and Building a New Life in Australia (BNLA): The Longitudinal Study of Humanitarian Migrants)	https://www.dss.gov.au/national-centre-for-longitudinal-data-nclld/access-to-dss-longitudinal-datasets

Data source	Most recent	Author/Source	Smallest geographical area covered	Main topics covered	Website
State datasets					
VicHealth Indicators	2015	VicHealth	LGA	Health and wellbeing of Victorian adults	https://www.vichealth.vic.gov.au/programs-and-projects/vichealth-indicators-survey-2015
Victorian Population Health Survey	2018	Better Safer Care	Dashboard data at Dept. Health Region and PHN level	Health and wellbeing of Victorian adults	https://www.bettersafecare.vic.gov.au/reports-and-publications/vphs2018
Victorian Child and Adolescent Monitoring System (VCAMS)	varies	Victorian Dept. Education and Training	Postcode for some indicators	Key outcome indicators for children and young people	https://www.education.vic.gov.au/about/research/Pages/vcamsindicator.aspx
Domestic violence (NSW)	2020	NSW Police Force	LGA	Domestic violence incidents	https://www.bocsar.nsw.gov.au/Pages/bocsar_pages/Domestic-Violence.aspx
School attendance (Queensland)	2019	Queensland Education Dept.	School	School attendance	https://qed.qld.gov.au/publications/reports/statistics/schooling/students
School attendance (South Australia)	2019	South Australian Education Dept.	School	School attendance	https://data.gov.au/dataset/ds-sa-6ace352b-1329-4054-a849-9ef26b88ce6f/details?q=school%20attendance
“Mapping the Potential: Understanding persistent disadvantage to inform community change”	2020	ANU Centre for Social Methods and 21 CSSA member project partners	SA2	Investigates four drivers of persistent disadvantage: economic, education, health and social factors. Drivers drawn from a range of data sets.	https://mappingthepotential.cssa.org.au/