

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**).

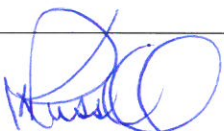
1. Communities for Children Facilitating Partner's Details

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

Facilitating Partner Details

Service Area Name	Katherine Region
FP Name	The Smith Family
FP Contact Name	Eugenie Collyer
FP Contact Title	Karen Russell
Address	1 Second St Katherine
State/Territory and Postcode	NT 0850

Community Strategic Plan

Date Communities for Children Committee agreed to Community Strategic Plan	8 February 2022
Name of Facilitating Partner Authorising Officer	Karen Russell
Signature of Facilitating Partner Authorising Officer	

DSS Use

Date of Submission to DSS	
Date of DSS approval	
DSS Delegate Name	
DSS Delegate Position	
DSS Delegate Signature	

Outline information about community needs and service provision below:

¹ ABS, 'Data by Region'.

² De Vincentis et al., *Story of Our Children and Young People, Northern Territory, 2021*.

³ Goodhue, Noble, and Dakin, 'Exploring Australia's Wellbeing Framework for Children and Young People'.

⁴ '2018 AEDC National Report'.

⁵ Productivity Commission, 'Expenditure on Children in the Northern Territory'.

seeking local feedback about community needs. Local decision-making bodies, such as local reference groups and ACCOs will be key to identification and delivery of services. Where possible, the FP will support strengthening the service system by encouraging relationships and referrals, when relevant, between services within CfC FP and to external services.

The CfC FP aims to contribute to outcomes on the child level, family level and community level. There are several key outcomes. Firstly, on the child level, a wholistic support of children's needs for the material basics, and the specific need to support learning. In order to support this outcome at the family level, parents and carers of children need the skills and knowledge. At the community level, communities need to be child friendly and inclusive. The Katherine Region CfC FP defines these outcomes in the key priority areas section of this document outlining specific strategies to ensure site specificity.

(Up to 800 words)

⁶ Smith, Cahill, and Crofts, 'Supporting Students in Transition'.

⁷ Jaeschke, 'Submission to the Productivity Commission's Inquiry into Expenditure on Children in the Northern Territory'.

- [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.

potential mask mandates, and testing regimes.

(Up to 800 words)

Our Katherine Region families and communities are valued, connected and empowered, to ensure our children are happy, healthy and safe.

This vision puts families and communities at the centre of the narrative. It and reflects the shared values of the people in communities across the Katherine Region. It was originally developed through in-depth community consultation and has guided the Katherine Region CFC FP work since 2015. Together with other consultation work, stakeholders revisited this vision in 2021 and confirmed that it is still appropriate and applicable in guiding decision making for funding program delivery and informing Katherine Region CfC FP work.

The vision is place responsive, strength based and inclusive and embodies the values of the Katherine Region community. Recent community consultation showed emerging themes were 'being close to family' and 'having a sense of belonging in the community'. The consultation process included the voices of children (through child participation activities) as well as parents/carers, and other community members (through surveys) and service providers (through surveys and workshops).

In particular, the vision encapsulates what children value: during recent child participation activities, common themes for 'What makes you happy?' were 'being with family', 'playing sport and outdoor activities', 'culture and identity', and 'being at home'. When children were asked about feeling safe, there was a large overlap in themes: by far the strongest response was 'being with family', followed by 'being at home', 'playing with friends', 'culture and identity'.

After reviewing the CfC FP Vision and Priority Areas, responses from a stakeholder workshop also resonate with the vision:

"...remoteness and distance and the cost of providing quality services needs to be considered – "zoom" should not always replace face to face interactions" (connectedness)

"Consideration of how we can address institutional racism." (valued)

"Address the divide in resources available to town based and remote children, whether that be through availability of technology, support services etc. Impacts of family and domestic violence" (valued, connected, empowered, happy, safe)

"To include opinions, perspectives and lived experiences of first nations peoples in the communities in all aspects of services and interventions to align with RAP. And to be a good role model for other organisations." (valued, empowered)

"More emphasis on mental health and culture needs to be made explicit" (healthy, safe, valued)

The vision also fits all DSS Objectives for Communities for Children Facilitating Partner initiative, as it takes a community-level, family level, and child level approach to: supporting healthy young families and parents, early learning, school transition and engagement, and child-friendly communities. The vision also fits with the Families and Communities outcomes: children thrive, adults are empowered, family relationships flourish and communities are cohesive.

(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.

Family and children's activity outcomes for this priority: increased parental capacity, improved child wellbeing, improved family functioning, improved individual and family wellbeing.

Communities for Children FP objective being met: 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** and **Early learning**.

Key stakeholders:

- Children and their families (immediate and extended)
- Schools, Department of Education, NTG
- Community leaders
- Office of Territory Families, NTG
- National Indigenous Australian Agency
- Family and child related services
- Childcare centres/Pre-schools
- Local and Regional Councils
- Local businesses

(Up to 800 words)

⁸Goodhue, Noble, and Dakin, 'Exploring Australia's Wellbeing Framework for Children and Young People'.

All CfC FP funded projects will measure attendance and outcomes using the DSS Data Exchange system. This will also include seeking feedback on and level of satisfaction with service delivery. In addition, long term measures such as AEDC and NAPLAN, when measuring the region against itself, or measuring it against 'like' communities will be used to gauge community need over time.

Family and children's activity outcomes for this priority: Increased personal agency, more cooperative post separation arrangements, improved child wellbeing, improved individual functioning, improved individual and family wellbeing, stronger family relationships.

Communities for Children FP objective being met: 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: **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.

Key stakeholders:

- Children and their families (immediate and extended)
- Schools, Department of Education, NTG
- Community leaders
- Office of Territory Families, NTG
- National Indigenous Australian Agency
- Family and child related services
- Childcare centres/Pre-schools
- Youth Services
- Local and Regional Councils
- Local businesses

(Up to 800 words)

⁹ Smith, Cahill, and Crofts, 'Supporting Students in Transition'.

¹⁰ '2018 AEDC National Report'.

¹¹ De Vincentis et al., *Story of Our Children and Young People, Northern Territory, 2021*.

paying special attention to: **supporting families and parents** and **create strong child friendly communities**.

Key stakeholders:

- Children and their families (immediate and extended)
- Schools, Department of Education, NTG
- Community leaders
- Office of Territory Families, NTG
- National Indigenous Australian Agency
- Family and child related services
- Childcare centres/Pre-schools
- Local and Regional Councils
- Local businesses
- Community Health Organisations

(Up to 800 words)

¹² Australian Research Alliance for Children and Youth (ARACY), 'The NEST Action Agenda: Improving Wellbeing of Australia's Children and Youth While Growing Our GDP by over 7%'.

¹³ Murdoch Children's Research Institute, Centre for Community Child Health, 'Developing Holistic Integrated Early Learning Services for Young Children and Families Experiencing Socio-Economic Vulnerability'.

service delivery. In addition, long term measures of National datasets such as AEDC, when measuring the region against itself, or measuring it against 'like' communities will be used to gauge community need over time. The FP will

Family and children's activity outcomes for this priority: Increased positive community connectives, improved community functioning, more cohesive communities, increased economic engagement, improved child wellbeing, improved family functioning.

Communities for Children FP objective being met: To create **strong child friendly communities** that understands the importance of children and applies this capacity to maximise the health, wellbeing and early development of young children at local level.

Key stakeholders:

- Children and their families (immediate and extended)
- Schools, Department of Education, NTG
- Community leaders
- Office of Territory Families, NTG
- National Indigenous Australian Agency
- Family and child related services
- Childcare centres/Pre-schools
- Local and Regional Councils
- Local businesses
- Community organisations
- Community Health organisations
- Sport and recreation organisations

(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.

Stakeholder	How the stakeholder will be involved
<i>Please provide details of key stakeholders that will need to be engaged as part of the CSP</i>	<i>How will the stakeholder be involved? What benefits does this partnership or engagement have on supporting the delivery of services and achieving outcomes for families and children?</i>
Children and their families	CfC FP team will continue to conduct 'Listening to Kids' Voices' (child participation) activities with children and their families about their needs and aspirations.
Communities for Children Committee (CCC)	The CCC is made up of organisations working within the child service system.

¹⁴ United Nations, 'OHCHR | Convention on the Rights of the Child'.

¹⁵ Lohar, Butera, and Kennedy, 'Strengths of Australian Aboriginal Cultural Practices in Family Life and Child Rearing'.

Stakeholder	How the stakeholder will be involved
	<p>Land council permits are required for travel to many of the region's remote communities. They also run junior ranger programs in some communities; these activities could potentially be funded CfC FP projects, or could coordinate with funded projects where appropriate. Land councils have also played a custodial role in protecting communities from Covid19 through attaching vaccination requirements to permits. CfC FP team are all required to obtain permits for all communities visited. The team will forge relationships with local land council offices where relevant and appropriate.</p>
Department of Education	<p>Town/Remote schools – maintaining and strengthening relationships will help link schools with services and opportunities available in town.</p> <p>Remote schools – remote schools are often a central piece of community infrastructure. CfC FP will seek relationships with remote schools, where there may be opportunities to meet community needs through a CfC FP funded project or other activity.</p> <p>The CfC FP team will also maintain a relationship with the Department of Education to stay connected with and provide information about the needs and opportunities within the service system.</p>
Department of Territory Families Housing and Communities (TFHC)	<p>This department takes carriage of Domestic Family and Sexual Violence Reduction and Child Safety (through supporting families as well as out of home and foster care). TFHC aims to enhance partnerships and connect individuals to coordinated services. This links with early intervention and prevention work of the CfC FP. Particularly in terms of client identification for funded projects (such as families or children who need support) and other FP activities such as PD for TFHC staff who are working in this space.</p>
Domestic Family and Sexual Violence local reference group (Katherine)	<p>Facilitated by TFHC, this group of organisations (NGO and Gov) shares knowledge, to understand trends and support a unified approach to dealing with and ultimately reducing incidence of domestic violence. CfC FP participates in this network to understand community needs and link organisations to relevant supports in the early intervention and prevention space; these may be CfC FP funded projects or other programs as required. This group feeds into the Cross Agency Working Group (CAWG) which</p>

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.

Bibliography

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 (aeadc.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.bettersafercare.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-ncld/access-to-dss-longitudinal-datasets

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- Goodhue, R., K. Noble, and P. Dakin. 'What's In The Nest?' Canberra: ARACY, 2021. https://www.aracy.org.au/publications-resources/command/download_file/id/452/filename/WhatsInTheNest2021_EVersion.pdf.
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- Productivity Commission. 'Expenditure on Children in the Northern Territory'. Study Report. Canberra: Australian Government, 2020. <https://www.pc.gov.au/inquiries/completed/nt-children/report>.
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