

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	Communities for Children FP Kwinana
FP Name	The Smith Family
FP Contact Name	Huia McGlinchey
FP Contact Title	Project Manager
Address	2 Robbos Way, Kwinana,
State/Territory and Postcode	WA 6966

Community Strategic Plan

Date Communities for Children Committee agreed to Community Strategic Plan	14 January 2022
Name of Facilitating Partner Authorising Officer	Karen Russell
Signature of Facilitating Partner Authorising Officer	<i>[electronically signed by]</i> Karen Russell

DSS Use

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

Introduction

“Nidja Noongar boodjar noonak nyinny. This is Noongar land we are sitting on.”

The CfC FP Kwinana service area sits within the City of Kwinana Local Government Area (LGA), covering 17 suburbs and is acknowledged as the seventh fastest growing LGA in Australia, with around 20% population growth from 38,918 in 2016 to 46,787 in 2020. This growth along with continued high unemployment rates, increased housing/rental stress, a below average Socio-Economic Indexes for Areas (SEIFA) score, and increased vulnerability rates in the Australian Early Development Census (AEDC) may be regarded as indicative of a greater proportion of our community continuing to experience, or are at risk of experiencing, less than optimal life outcomes.

Assessment of baseline CfC FP Kwinana data and consultation, together with existing place-based evidence, drew attention the intense, multiple and simultaneous challenges already faced by Kwinana families to maintain their basic material needs, physical and mental wellbeing, and personal safety. Families and those working with families relayed that pressing and overwhelming difficulties in ‘everyday life’ compound to reduce the resources and capacity of parents, caregivers, extended family and kin to focus on their own growth and development as well as that of their child/ren.

Accordingly, the following overarching needs and issues were identified as a starting point for the current plan:

- Strong and ongoing health, wellbeing and developmental need, universally in children pre-birth to 12 years of age and their families;
- Intensified situational disadvantage and disconnection in an increasing proportion of Kwinana families; and
- Compounding individual-level vulnerability in both children and parents/caregivers, which compromises access to and uptake of services and supports.

To extend and deepen assessment of issues and needs, an evidence informed and iterative approach was applied to:

- Uncover emerging and strong influences on children and families and where possible, understand deeper root issues;
- Develop a deeper understanding of the most important needs and priorities in community;
- Be child centred and family focused with an ecological view;
- Seek out qualitative data; and
- Incorporate a systems view to optimise activities and outcomes.

A range of methods gathered quantitative and qualitative data utilising diverse primary and secondary sources including:

- Community consultation and engagement activities;
- Research evidence;
- Community profile reviews;
- Localised data from community organisations;
- Department of Social Services (DSS) Data Exchange data; and
- CfC FP Kwinana data.



Primary data was collected in person via open house, workshop and focused conversation methods. A total of 279 people were engaged, of which:
26% were people with lived experience
73% were people with information from practice and services.



Primary data was collected using a survey. A total of 106 responses were collected, of which:
50% were parents/carers/kin
15% were services/practitioners
12% teachers/educators
6% business owners

Assessment Part A: Children, Family and Community Needs

Initial scoping and consultation evidence informed us that life for many families is an interplay of issues that are negatively impacting on their circumstances and wellbeing. For some families these are new issues, whilst other are experiencing additional needs and/or more intense challenges. Significantly for CfC FP Kwinana, the expressed and realised impacts include the erosion of some of the fundamental building blocks and protective factors that enable children and young people to be secure, valued and fully participate in play, learning and community life.

Through extended and deeper assessment, the most frequently ranked and prioritised needs-based themes were as follows:

Material Basics are not being met for families and children.

Kwinana families advised that they are strongly focused on gaining and maintaining the material basics required in 'everyday life' such as housing, food, transport, and personal necessities. 26% of the nearly 1,300 individual concerns identified during scoping and consultation identified the lack of provision for appropriate housing, transport and food. The financial stress and distress, and unstable/low employment are of critical importance for many parents and caregivers right now and they have advised that this leaves minimal capacity to turn their focus towards the fundamental and growth needs of their children.

This is further illustrated by real estate data reported in October 2021 by peak body REIWA that shows Kwinana with a 1% rental market vacancy rate compared to a typical vacancy rate of between 2.5% and 3.5% in a balanced market. Additionally, Kwinana has a below average SEIFA index of disadvantage score of 972 and has a 4% higher unemployment rates at 10.7% compared to Greater Perth at 6.7%.

This deeper consultation reveals an expression of Maslow's Hierarchy of Needs model whereby children, parents and caregivers are focusing their attention, efforts and resources to fulfil 'deficit' needs such as food, clothing, housing, health, safety, love and respect before the address of 'growth' needs such as belonging, interpersonal relationships, participation, accomplishment and growth.

Mental Health issues are significantly impacting family and community life and driving health to be the main concern for parents, caregivers and children. Mental ill health and low mental wellbeing were identified issues for children and their parents including chronic and acute clinical conditions.

According to The City of Kwinana Health and Wellbeing Profile 2019, 22% of adults are experiencing diagnosed mental ill-health. People experiencing mental distress or ill-health experience reduced levels of support and employment as a result of challenges in navigating a complicated service system, as found in research by the Centre of Social Impact. This can further result in increased financial stress and reducing personal capacity

to afford pathways to improved health as well as limiting their capacity to meet their own and/or family material basic needs.

The National Children's Mental Health and Wellbeing Strategy reported 7 out of 10 of the most common presentations to paediatricians were mental health related and that only around half of all children who experienced mental illness in the last 12 months had accessed any help, and less than a third of parents used services to help support their child who was struggling.

Families, services and educational providers all shared their concerns regarding the impact of mental health of parents on their capacity to positively parent their children. They also reported their increasing concern for the growing number of children and families awaiting diagnosis (for around 2 years) without any provision to appropriately support their child.

Early Learning is impacted by childhood development vulnerabilities. Concern for the social and emotional development of children was noted across all consultation cohorts. The feedback received indicated a reduction in social and emotional wellbeing for children and linked this with increasing developmental and behavioural concerns and vulnerabilities, resulting in reduced readiness for learning and educational engagement.

There was value placed on ensuring an accessible, inclusive, and supportive learning environment for children and young people of all abilities including children awaiting a physical or mental health diagnosis; experiencing challenging interpersonal behaviours; and/or developmental vulnerabilities.

The Kwinana 2018 AEDC score identified 27.2% of children are vulnerable in 1 or more domains, while 14.7% were vulnerable on 2 or more domains. Additionally, 5.9% of children in Kwinana have special needs status, and an additional 20.7% have been identified by teachers as requiring further assessment.

Services, communities and families all looked to increase the capability of parents and carers to access resources to affect change for their child's development and engagement with early learning.

The erosion of protective factors for children and enabling conditions that help children and young people thrive are being overwhelmed or reduced, there remains the risk that children, young people and families have lowered capacity to engage in opportunities that would see them achieve a strong sense of connection and belonging in community, and consistently play, participate and learn through positive, constructive experiences.

We heard that the reduction of protective factors stemming from family relationship breakdowns, reduced connection with extended family and low engagement and participation in community due to COVID-19 restrictions.

Consultation feedback reported an increased need for support to build positive family interactions as family and domestic violence is an overriding concern that is jeopardising child safety and the quality of loving, trusting relationships.

COVID-19 impact reduced family/community connection as many families with young children had reduced social networks due to local restrictions. Travel restrictions resulted in many CALD and migrant families with young children being disconnected from their extended family reducing parental support and a reduction of intergenerational cultural and parenting knowledge transfer. The reduced connection impacting secure identity and sense of belonging for children and families which was called out as a critical protective factor within the Kwinana context:

- 3.6% Identify as Aboriginal and/or Torres Strait Islander
- 42% of residents born overseas

- 20% of residents speak a language other than English at home

Additionally, it was noted that during COVID-19 restrictions, the child's voice and participation was missing from the family and sector interaction which caused services to have increased safety concerns for children as there was reduced incidental contact during the lockdown periods.

As a result of the community needs assessment part A, Kwinana CfC FP will be working towards achieving outcomes in the following areas:

- Children are provided opportunities and to experience quality play, learning and connection that optimises their mental well-being and healthy development; and
- Parents are equipped with the skills and resources to focus on positive parenting so their children can thrive.

Assessment Part B: Service mapping and service gaps

Service mapping

Kwinana community has several excellent children and family services working to meet the needs identified above including: The Family Support Network, Aboriginal Community Controlled Organisations, Child and Parent Centre Calista, Child Development Services and Child and Adolescent Health Services. These provide a range of services including intensive family support, counselling and parenting programs. Additionally, a collective impact model operates within Kwinana with a focus on creating change for children 0-8years and their families. Furthermore, there are two key early years' networks that offer connection, professional learning, and a platform for addressing some of these needs. In 2021, the City of Kwinana launched its social strategy, which is a key lever for community engagement and activation through the library, community centre, leisure and play amenities and community events. Amongst these services and initiative there is strong networking and broad communication channels that provide a platform for this plans response.

However, children, families and people working in the service system have shared that their experiences of family life, together with broader economic, political, technological and health influences, are putting strong pressures on the response capacity of local services and programs. We are being told of teams and resources seeing adults, young people and children with needs that are acute, numerous and sustained. Overall, more families are experiencing more needs, with an increasing number of people close to, or reaching, crisis point.

Availability

Existing children and family services are working at an increasing pace to meet the needs within Kwinana. The 2021 Centre of Social Impact pulse report saw approximately 80% of the 500 service providers surveyed received requests for support they could not meet, with 15% experiencing a large number of unmet services for their clients or communities. This was reinforced by our DEX Data reports from the current Community Partners. We also heard that local services are seeing more clients, more regularly which reduces their capacity to engage more broadly with the sector.

The increase in engagement from their current clients along with the increase in service requests more broadly has resulted with parts of the sector being at capacity and therefore reducing access, increasing wait-times and/or availability for families seeking appropriate support. We have heard of growing 'bottlenecks' and untenable waitlist times across the service system, with increasing pressure on the availability or accessibility of secondary and tertiary intervention, treatment or relief responses.

Accessibility

Feedback from consultation reported growing numbers of people who cannot readily access the right service for the right need, at the time they most need it indicating an availability gap. We heard there are significant wait time for primary health care, child development services and allied health child development responses.

While the service provision gaps identified within primary health care is not within the CfC FP sphere of control, we can focus on encouraging organisations to consider alternative support from families and children while they wait to engage with these services.

Families also shared that there is a gap in affordable services available both locally and outside the service area.

Families also shared the following access barriers that need consideration in addressing the accessibility gap:

- Stigma associated with asking for help;
- How comfortable families feel going to the service;
- The low sense of collective identity and belonging in broader community;
- Financial barriers; and
- Being accepted when it comes to development and behaviour (of child in social settings).

Expressed service gaps

In addition to these challenges, families also identified the following expressed service gaps:

- Family relationship counselling;
- Children's mental health services;
- Trauma informed practices for children;
- Support for children affected by family and domestic violence;
- Social skills support for children;
- Programs for parents to address behavioural challenges; and
- Advocacy for families.

Service sector mapping and consultation indicates that these expressed gaps are primarily driven by availability, access, and low knowledge barriers with the exception of children's mental health services.

Despite the variety of services and strategies at a network level there is still numerous challenges facing service sector capacity to increase coordination and collaboration to effectively address the community need. The service system and families told us that they find it hard to know about, and navigate all the services available within the community, as the service landscape is constantly changing.

As a result of the community needs assessment part B, CfC FP Kwinana will be focussing on:

- The community and service system are connected, cohesive and work collaboratively in support of children and families; and
- Child friendly communities where children have agency and opportunities to contribute to positive outcomes.

Service design response

CfC FP Kwinana will seek to address navigation and access gaps through multi-level intervention utilising service design and delivery of funded direct service delivery.

The engagement strategy needs to address the current conditions and emerging trends focussing on the conditions, engagement, and service delivery responses in areas within our sphere of control.

Direct service delivery and engagement:

- Activities that gather parents together for connection and belonging whilst providing practical supports and information; and
- Relational engagement whilst delivering technical capacity through service provision.

CfC FP Kwinana will encourage services to consider the following in their service design:

- A whole of family approach;
- Supporting the family to navigate the system together;
- Services meeting families where they go/are;
- The number of interactions a family needs to have across the service system to enable address their needs; and
- Coordinated service delivery.

CfC FP Kwinana will interact with other programs and services through partnerships and collaboration to offer the voice of children and families through multiple levels of the system to influence process and policy shifts to provide coordinated service delivery across sectors. We will also seek to engage broadly to access people, resources and structures so the focus of our work is integrated with others who are seeking changes for children and families in our community.

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 engaging 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.

Engagement aims and approach

Community engagement will remain a 'built in' strategy to facilitate and support CfC FP Kwinana to act cohesively within our community to realise our vision and contribute to:

- Child friendly, family focused decisions and activities;
- Locally appropriate and responsive plans, activities and practices;
- Strengthened service system integration and adaptable collaboration;
- Supported community-led responses and community-based initiatives; and
- Innovation that is locally informed and offers residual value in our place.

The engagement strategy will seek progress in:

- Children and families' voices and views being amplified and actively incorporated within CfC FP Kwinana;
- Participatory design with CfC FP Kwinana beneficiaries and other key stakeholders;
- System aware planning and adaptive response to support address of current conditions for families and their emerging or changing needs; and
- Broad, on-going and two-way partnerships across multiple levels, with relational connection, data sharing and aligned action.

Engagement activities will exhibit a system-view and evidence-informed approach:

- Apply human centred design principles and participatory techniques;
- Explore interactive and technology enabled methods;
- Mobilise stakeholders to enhance focus, clarity, energy and resources;
- Develop and activate advocacy and information exchange;
- Communicate, inform, consult and involve key stakeholders and target groups;
- Develop, activate and leverage partnerships and collaborative approaches; and

- Capture and communicate progress to facilitate further change.

Flexible and responsive application of these methods will enable adaptable and sustainable engagement through change, uncertainty or crisis. The strategy will continue to be informed by current best evidence; updates to key stakeholders, partners and system actors; and community information, with active review over time.

The strategy recognises the existing community and service capital that provides a platform for collaborative participation, learning and action. CfC FP Kwinana forms part of this capital having been in Kwinana since 2005 and will build on well-established relationships with key stakeholders and strong connections to local system assets, as indicated in Section 6.

Customised considerations for specific groups

Children, young people and their families:

Consultation asked families how they prefer to engage with services and programs. They described relational and participatory approaches that:

- Support them to feel comfortable;
- Seek to understand their whole context;
- Interact/integrate with places and space where they already live their lives;
- Enable participation of the whole family together;
- Accommodate participation across a range of days and times; and
- Factor in participation outside of school hours and terms.

Families also provided feedback on how they want to stay informed:

- With an overwhelming preference for online methods, including social media;
- Through activated community places and linking in with existing events;
- Word of mouth; and
- Printed information.

Community Partners, Committee members and community-based stakeholders provide relational engagement pathways which can be enhanced through The Smith Family's broader service footprint.

In our culturally diverse community, culturally appropriate engagement will focus on:

- Aboriginal and/or Torres Strait Islander children, parents, caregivers and kin voice, participation and partnership;
- Drawing strength from current connections with Aboriginal community leaders, representatives and local Aboriginal Controlled Community Organisations;
- Voice of Culturally and Linguistically Diverse (CALD) families;
- Representation and participation of CALD community in CfC FP Kwinana activities, working with multicultural reference and community groups; and
- Support of community-led initiatives.

Community:

CfC FP Kwinana will continue to leverage warm connections to community representatives, including parents who are well integrated within the service system and active champions with other families. Broader community engagement will be supported through relationships with partners and stakeholders (see list in Section 6) for activities that may include:

- Program visits as a guest;
- Open house and facilitated conversations;
- Surveys; and
- Social media.

Service system and other sectors:

Service system engagement will involve a strong inter-sectorial focus in response to the multiple needs and complex challenges highlighted for families. This plan aims to extend and deepen existing system level linkages with:

- Child development services;
- Mental, community and allied health services;
- Family and parenting services; and
- Early learning, education and care.

Of continued focus will be collaboration with local government to optimise complementary use of resources, provision of services, broaden engagement reach and grow sustainable partnerships with community and key service system actors.

Engagement will seek increased cooperative delivery and activity alignment with local:

- Emergency relief and financial support services; and
- Employment and training sector.

Services asked for purposeful, multi-modal and relational engagement with one another to support holistic, efficient and integrated work with families. CfC FP Kwinana will look to maximise in-person engagements complemented with online methods such as:

- Shared professional learning and service networking forums;
- Collaborative planning and design meetings;
- E-bulletins, email exchange and online learning spaces; and
- Surveys.

CfC FP Kwinana will continue involvement in:

- Existing interagency networks;
- Local government forums and action groups; and
- Collective action leadership groups and Committees.

Communities for Children FP Kwinana Committee (CCC) and Community Partners (CPs):

The CCC and CPs form an active cluster of actors and system assets for engagement. The FP will steward engagement leadership and innovation, including:

- Exploring frameworks and tools to better understand partnerships and measure their effectiveness (i.e. the SNAICC partnership and system mapping tools); and
- Working to amplify families' voices and active participation.

The CCC engages a membership who are diverse, representative and active within key organisations, community structures and interagency networks. The CCC will continue to collaboratively examine emergent needs and contextual issues through a multi-level, cross-sector and system aware approach for holistic governance.

CPs can enable relational family and community engagement and are a conduit to build engagement capacity and data exchange within the service system. To best position CPs, the FP will facilitate meetings, online forums, e-news bulletins, access to referral information and practice resources and relational connections with relevant stakeholders.

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**).

Vision

Making child health and wellbeing a priority for everyone, so all children can focus on what they do best: playing, learning and growing now and in the future.

This vision statement was developed across key stakeholder consultation activities including a Community Strategic Planning workshop, where participants provided the initial scope where the following statement of purpose was discussed:

- Children given the chance to grow, belong and contribute
- Investing in the future
- Addressing deeper drivers
- Connecting children to education, community – start on track
- Kids – strong, valued, identity, resilient, connected, happy and confident
- Cherishing children and childhood

The final vision was a culmination of these ideas, complemented by the aspirational and strength-based language that was drawn from consultation with families and service system actors (see figure below). The vision encompasses the intent and components of the Families and Children Activity outcomes and the Communities for Children Facilitating Partner objectives.



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: Children are confident, capable and cherished: We value play, learning, growth and a keen sense of belonging.

Priority area overview and why it was chosen

Concern is strong that a growing proportion of children in Kwinana are unable to have healthy outcomes and fulfilling growth opportunities now and for their future. The key themes that emerged from the needs analysis included significant concern about:

- Children exhibiting challenging behaviour;
- The safety of children at home and/or in the community;
- The delayed focus of parents on early learning and development to enhance childhood transitions;
- Children's sense of identity and belonging; and
- Children's mental health and wellbeing.

With risks to children's mental and social-emotional wellbeing, healthy development, and participation in play, learning and community life, this priority area will focus on increasing child centred protective factors.

Kwinana children love playing and learning, and many call out the affirming feeling of belonging in a group and participating in ways and places they can be themselves.

"I love the skatepark, shooting hoops and playing with my mates" (Kwinana child).

This priority relates to the following Families and Children Activity's outcomes

- Children and young people thrive:
 - Positive mental health and wellbeing
 - Positive social relationships
 - Strong connection to culture
 - Positive engagement in learning and education
 - Optimal health and development
 - Strong connections to social support and community
 - Safe at home and in the community
- Family relationships flourish:
 - Positive parenting/caregiver practices
 - Positive caregiver-child relationships

This priority relates to the following Communities for Children FP objectives

- To improve the health and well-being of families and the development of young children, from before birth through to age 12 years (but may include children up to age 18 years), paying special attention to:
 - Early learning — providing access to high quality early learning opportunities in the years before school; providing early identification and support for children at risk of developmental and behavioural problems; assisting parents with ways to stimulate and promote child development and learning from birth; and
 - School transition and engagement - supporting children and families to make a smooth transition to school and working with local schools to assist children and families with their ongoing engagement with school.

What would success look like

- Children have age appropriate social and emotional awareness and regulation, and social skills;
- Children experience cultural learning, connection, identity, and engagement that positively impacts their psychosocial and academic outcomes;
- Early awareness, identification, and support for positive childhood development; and

- Children actively participate in high quality early learning and development opportunities throughout childhood.

Strategies to be applied to achieve improved outcomes

Direct service delivery for children and families, including dyadic child- parent and whole-of-family approaches, with a focus on:

- Improving social and emotional awareness, development and increased capacity in children;
- Increasing the focus on, preparedness for and active support of children's life transitions;
- Increasing children's participation in high quality early learning and development opportunities throughout childhood; and
- Enhancing children's positive sense of identity and belonging within culture and community.

Building community capacity with a focus on:

- Increasing the safety and visibility of children at home and in community; and
- Increasing the value placed on children engaging in early learning and development activities.

Enhancing service delivery capability and capacity with a focus on:

- Improving earlier support for children's mental health and wellbeing; and
- Increasing trauma aware and informed support of children.

Activities addressing these strategies may be directly funded and/or facilitated through community engagement, CCC and FP work.

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

The Kwinana service area has multiple assets that focus on improving childhood development outcomes including a Child and Parent Centre, 25 ECEC, numerous playgroups along with the Kwinana Early Years Network and the Kwinana Education, Care and Families Network. Additionally, the collective impact model CCK operates within Kwinana with strategic priorities focusing on improving child development outcomes for children aged 0-8 years.

Measuring outcomes

An integrated framework of planning, measurement, monitoring, learning and review will be applied so that activities are designed, understood, delivered and communicated with an outcomes and evidence focus. A mixed method approach will provide quantitative and qualitative outcome data that incorporates theory of change/program logic, mapped Data Exchange SCORE data, system examination and evidence/research-based techniques.

To optimise outcomes, there will be a continuous focus on improving capacity to use various forms of outcome data in informative and insightful ways to:

- Support ongoing understanding of and responsiveness to client and community needs and progress;
- Support delivery, fidelity and performance against agreed benchmarks and levels;
- Facilitate evidence informed planning and decision making;
- Support the sharing of learnings and insights to include and empower; and
- Support the exploration and development of innovation.

Relevant data sources accessed and applied through the evidence-informed needs analysis will provide useful context for outcome mapping and triangulation over time.

Key stakeholders relevant to this Priority are identified in Section 6.

Priority Area Two: Parents/caregivers are skilled, resourced and supported: We value our children and their childhood, and focus on positively parenting so they can thrive.

Priority area overview and why it was chosen

“How can children thrive if their parents aren’t thriving?” (Kwinana community member).

The key themes that emerged from the needs analysis included:

- Relationship breakdowns impact the whole family;
- Mental and physical health for parents/caregivers;
- COVID-19 impact on families feeling isolated and disconnected;
- Parents struggling against multiple compounding challenges whilst also parenting; and
- Early awareness and identification of risks to children’s health, wellbeing, and development.

We heard that parents have concerns for their personal safety, feel alone and are increasingly experiencing poor mental and/or physical health. Acknowledging parents’ low personal and material resources, this priority area seeks to enable parents to focus on positive parenting and fulfilment of health and growth needs of their child/ren throughout childhood.

This priority relates to the following Families and Children Activity’s outcomes

- Family relationships flourish:
 - Positive parenting/caregiver practices
 - Positive caregiver-child relationship
- Adults are empowered:
 - Positive mental health and wellbeing
 - Increased resilience
 - Positive social relationships
 - Strong connections to social support and community
 - Improved self-efficacy and confidence

This priority relates to the following Communities for Children FP objectives

- To improve the health and well-being of families and the development of young children, from before birth through to age 12 years (but may include children up to age 18 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 — supporting parents to provide children with secure attachment, consistent discipline and quality environments that are stable, positive, stimulating, safe and secure;
 - Early learning — providing access to high quality early learning opportunities in the years before school; providing early identification and support for children at risk of developmental and behavioural problems; assisting parents with ways to stimulate and promote child development and learning from birth

What would success look like

- Parents are confident in, trust, and are motivated to engage with services, activities and opportunities for both themselves and their child/ren;
- Families have high quality social connections that provide non-judgemental, trusted, warm and gentle pathways into interaction with community and/or the service system, with a particular focus on peer to peer models for parents; and
- Children are actively readied for, and supported in, life transitions.

Strategies to be applied to achieve improved outcome

Direct service delivery for parents/caregivers and families, including dyadic child-parent/caregiver and whole-of-family approaches, with a focus on:

- Improving families' active focus on and engagement with their child/rens' early learning and development;
- Improving family well-being with a focus on social and emotional development; and
- Increasing family connection to services that have a focus on improving their child/rens' participation in quality early learning and development opportunities.

Building community capacity with a focus on:

- Improving parents' awareness and focus on their child/rens participation in quality early learning and development opportunities throughout childhood transitions; and
- Increasing/improving parents' awareness of and connection to services.

Enhancing service delivery capability and capacity with a focus on:

- Increasing the safety and visibility of children at home and in community;
- Improving service awareness and approach in recognising that families are impacted by a number of issues simultaneously;
- Increasing 'place embedded' delivery that integrates engagement with community-based settings and with strongly supported programs and activities;
- Increases communication and engagement design that is relational, multi-modal and interactive to maximise connection to social supports and community networks;
- Whole-of-family approaches; and
- Minimisation of transport and information access barriers.

Leveraging system examination and response with a focus on:

- Facilitating targeted connections with allied and complementary services as indicated through ongoing scoping and engagement feedback; and
- Exploring innovation through co-located service delivery across sectors.

Activities addressing the last three strategies may be directly funded and/or facilitated through community engagement, CCC and Facilitating Partner work.

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

There are a broad range of evidence-based programs that can create change within the community and will be leveraged for direct service delivery. There are local organisations that have delivered services and programs relevant to the success factors we are looking for including evidence based and informed practice. There is significant resource and strategic focus available seeking positive outcomes for the same age group and working with parents. Within the system there is energy to innovate and collaborate with CfC FP Kwinana.

Measuring outcomes

An integrated framework of planning, measurement, monitoring, learning and review will be applied so that activities are designed, understood, delivered and communicated with an outcomes and evidence focus. A mixed method approach will provide quantitative and qualitative outcome data that incorporates theory of change/program logic, mapped Data Exchange SCORE data, system examination and evidence/research-based techniques.

To optimise outcomes, there will be a continuous focus on improving capacity to use various forms of outcome data in informative and insightful ways to:

- Support ongoing understanding of and responsiveness to client and community needs and progress;
- Support delivery, fidelity and performance against agreed benchmarks and levels
- Facilitate evidence informed planning and decision making;
- Support the sharing of learnings and insights to include and empower ; and
- Support the exploration and development of innovation.

Relevant data sources accessed and applied through the evidence-informed needs analysis will provide useful context for outcome mapping and triangulation over time.

Key stakeholders relevant to this Priority are identified in Section 6.

Priority Area Three: Our community is strong and supportive: We value working in cohesive ways where we include, connect and collaborate to make us stronger together.

Priority area overview and why this priority was chosen

The key themes that emerged from the needs analysis included significant concern about:

- Leveraging family relationships;
- Families' awareness to act and connect; and
- Service to service silos.

"When families have to navigate the complexities of the formal service system, they can become overwhelmed trying to find out what support is available to them and burn up the limited resources they have, such as money on transport costs, without any guarantee of increased support" (100 Families WA Baseline report).

We heard Kwinana families welcome a service system that centres on their family as a whole. Families told us that that they would like services to make a personal connection and meet them (families) when and where they (families) choose to and need to go. It might help to know that some parents see their friends and peers as support networks, and they don't feel as judged when asking them for help. We also heard that once a parent is well connected and supported within the service system and experiences the benefits for them and their child, they are willing to do the work and continue their journey for better health, wellbeing and participation.

This priority relates to the following Families and Children Activity's outcomes

- Children and young people thrive:
 - Strong connections to social supports and community
- Adults are empowered:
 - Strong connections to social supports and community
- Communities are cohesive:
 - Services are accessible, appropriate, and inclusive
 - Services work together to support families
 - Service has the capacity to respond to children's and family's needs

This priority relates to the following Communities for Children FP objectives:

- To improve the health and well-being of families and the development of young children, from before birth through to age 12 years (but may include children up to age 18 years)
- 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

What would success look like

- Parents/caregivers have relationship-based support to navigate the service system with greater clarity, confidence, uptake and sustained engagement for themselves and their child/ren;
- Parents/caregivers access activities and services that are local to where they live and integrated with local places, settings and communication channels;
- Service funding and delivery models are holistic, ongoing and sustainable and recognise the family as a whole unit and the context of their family life; and
- Coordinated service connection resulting in warm referrals for families.

Strategies to be applied to achieve improved outcome:

Enhancing service delivery capability and engagement with a focus on:

- Increasing collaboration and connection within Community Partners; and
- Leverage and enhance existing networks and information sharing platforms.

Building community engagement and awareness with a focus on:

- Decentralised client engagement activities and service delivery locations that are embedded within local places, settings and communication channels;
- Trauma aware and informed approaches to increase acceptability and uptake; and
- Culturally inclusive and appropriate strategies.

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

Currently, the City of Kwinana is partnering with community service providers to reactivate community centres to bring people back to community settings. This is a fantastic opportunity to try, test and learn about new ways of connecting with families and children in spaces they go to. It will be valuable to gather and highlight the learnings from this partnership to promote to the broader service sector. There is significant resource and strategic focus available seeking positive outcomes for the same age group and working with parents. Within the system there is energy to innovate and collaborate with CfC FP Kwinana.

Measuring outcomes

An integrated framework of planning, measurement, monitoring, learning and review will be applied so that activities are designed, understood, delivered and communicated with an outcomes and evidence focus.

Within the framework there will be a particular focus on building capacity to understand, share and communicate data with key stakeholders and partners in the local system. This includes the application of techniques/tools that enable shared understanding of partnership practices and the results of collaboration. Theory of change, Data Exchange SCORE and systems data will be additionally incorporated.

To optimise outcomes, there will be a continuous focus on improving capacity to use various forms of outcome data in informative and insightful ways to:

- Enable and promote activities in Priority Areas One and Two;
- Support ongoing understanding of progress in Priority Area Four and system responses;
- Facilitate evidence informed planning and decision making within and beyond CfC FP Kwinana;
- Support the sharing of learnings and insights to promote further change; and
- Support the exploration and development of innovation.

Key stakeholders relevant to this Priority are identified in Section 6.

Priority Area Four: Our community is child friendly and we value children and childhood.

Priority area overview and why this priority was chosen

The key themes that emerged from the needs analysis included significant concern about:

- Placing importance on children and childhood;
- Families and community valuing play, learning and childhood development;
- Children's' voices were missing in community decision making;
- Low positive perception of children to meaningfully contribute to/in community; and
- Child safety is important.

Child friendly communities are safe communities where children can have positive connections with themselves, their peers, their families and their community. Our children have let us know where they feel safe, and we can maximise their voices and potential for contribution to a safe, healthy and vibrant community. However, our community has reflected that we still have some way to go in valuing children and childhood. When every child experiences our child friendly community and has authentic opportunities to meaningfully contribute, we increase their health and wellbeing and the success of our community now and in the future.

"I care for my kids, and I care for yours too" (Community Member).

This priority relates to the following Families and Children Activity's outcomes

- Children and young people thrive:
 - Greater participation in decision making
- Adults are empowered:
 - Greater participation in decision making
- Communities are cohesive
 - Communities are safe
 - Communities are inclusive
 - Communities understand the issues facing children, youth and families

This priority relates to the following Communities for Children FP objectives

- To improve the health and well-being of families and the development of young children, from before birth through to age 12 years (but may include children up to age 18 years)
- 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.

What would success look like

- Families and community hold value in, and focus on the importance of children and childhood;
- Participation and voice are key building blocks in policy and service planning, design and delivery; and
- Children are invested in and can contribute to positive community outcomes.

Strategies to be applied to achieve improved outcome

Facilitating Partner activity to focus on:

- Children voices and views are being amplified and actively incorporated;
- Inclusion in participatory design practices with children being a beneficiary and key stakeholder; and
- Building capacity and partnerships for data capture, sharing and application to communicate and facilitate further change.

Community engagement with a focus on:

- Professional learning;

- Leveraging partnerships across Early Years Networks; and
- Building community awareness of the importance of play, learning and development.

Enhancing service delivery capability and capacity will reinforce the above strategy and execute them on a family level.

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

Kwinana is a community strong in early years initiatives, networks and willingness to create positive change for children. CfC FP Kwinana alongside the City of Kwinana, Child and Parent Centre Calista and CCK have strategic intent to improve outcomes in this priority area.

Furthermore, there are a number of existing (or working on becoming) Child Safe Organisations in the community. We heard that child safety is the precursor to child friendly and were advised by around 50 Kwinana children that there are many places and spaces in Kwinana where they feel a sense of 'safety'.

Measuring outcomes

An integrated framework of planning, measurement, monitoring, learning and review will be applied so that activities are designed, understood, delivered and communicated with an outcomes and evidence focus.

Within the framework there will be a particular focus on a data feedback loop that enables developmental and impact measurement whilst building capacity to mutually understand, share and communicate information in ways that are appropriate and inclusive for community members as well as services. Participatory principles and qualitative data are highly appropriate and will leverage emergent, creative and interactive techniques. Benchmarking against a baseline from consultation data will additionally enable measurement of change.

To optimise outcomes, there will be a continuous focus on improving capacity to use various forms of outcome data in informative and insightful ways to:

- Enable and promote activities in Priority Areas One and Two;
- Support ongoing understanding of progress in Priority Area Three and system responses;
- Facilitate evidence informed planning and decision making within and beyond CfC FP Kwinana;
- Support the sharing of learnings and insights to promote further change; and
- Support the exploration and development of innovation.

Key stakeholders relevant to this Priority are identified in Section 6.

6. Key Stakeholders

The following key stakeholder list and associated engagement approach is grounded in the framework provided by the peak body for community and stakeholder engagement, IAP2 Australasia. With this foundation we anticipate stakeholder engagement will be well positioned to improve the capacity and conditions for change and trust in our processes and decisions to support the implementation of the CSP. Furthermore, the IAP2 framework will provide shared language and engagement expectations within community and with stakeholders.

In formulating this list and aligning key stakeholders with our Priority Areas and engagement strategy, we seek to leverage current strengths, energy and resources whilst building capacity and engagement where needs and gaps indicate. The engagement strategy together with the approach in the Priority Areas have in-built monitoring, measurement and feedback mechanisms that will help maintain the currency of the key stakeholder list in light of progress, emerging issues and changing conditions.

Stakeholder	How the stakeholder will be involved
Aboriginal Elders, community leaders and representatives	<p>This stakeholder group will be engaged relevant to Priority Areas One, Two, Three and Four.</p> <p>Engagement with Aboriginal community is fundamental for an appropriate, accessible and inclusive place-based approach that respects and recognises broader community strengths and social vision as well as needs.</p> <p>We aspire to work in collaboration through shared goals and integrated activities. We seek to build together a space to exchange advice, ideas and expertise so that to the maximum extent possible, there are joint, aligned actions with two-way capacity building and engagement. We seek this to optimise the conditions for sustainable change through a collaborative and cohesive approach in our place.</p>
Aboriginal Community Controlled Organisations (ACCOs)	<p>This stakeholder group will be engaged relevant to Priority Areas One, Two, Three and Four.</p> <p>We aim for involvement to actively engage this stakeholder and their clients' voice so that their views and experiences are directly incorporated in our work. We aim to foster integration by keeping them informed about our work and asking for feedback on drafts and proposals as part of our planning, design and decisions to address the context of families' lives and stay abreast of emerging and changing needs in our place. We will seek active partnership to mutually facilitate and enable one another's work for better service delivery, connected</p>

Stakeholder	How the stakeholder will be involved
	engagement and to create the conditions for change and progress.
Anglicare	<p>This stakeholder will be engaged relevant to Priority Areas One and Three.</p> <p>Anglicare are a critical stakeholder in the mental health and well-being service provision area. Anglicare currently provide services to children and families through and outreach and school based model in Kwinana and are closely connected to the needs, conditions and context of children, young people and families. Their team also provide important insights into the service system.</p> <p>We will consult with this stakeholder to listen to and acknowledge their views as practitioners and on behalf of the children and parent/caregivers they support. Consultation will be incorporated into our planning, design and decisions. We will provide feedback on how their information influences our work. Where relevant, we will seek to align/coordinate our work for better service delivery and connected engagement in our place.</p>
Children and Families	<p>This stakeholder group will be engaged relevant to Priority Areas One, Two, Three and Four.</p> <p>We aspire to work in collaboration through shared goals and integrated activities. We seek to build together a space to exchange advice, ideas and expertise so that to the maximum extent possible, there are joint, aligned actions with two-way capacity building and engagement. We seek this to optimise the conditions for sustainable change through a collaborative and cohesive approach in our place.</p>
CALD community leaders and representatives	<p>This stakeholder group will be engaged relevant to Priority Areas One, Two, Three and Four.</p> <p>We aspire to work in collaboration through shared goals and integrated activities. We seek to build together a space to exchange advice, ideas and expertise so that to the maximum extent possible, there are joint, aligned actions with two-way capacity building and engagement. We seek this to optimise the conditions for sustainable change through a</p>

Stakeholder	How the stakeholder will be involved
	collaborative and cohesive approach in our place.
Chaplains, Youthcare	<p>This stakeholder group will be engaged relevant to Priority Areas One, Three and Four.</p> <p>We will primarily consult with this stakeholder to listen to and acknowledge their views as practitioners and on behalf of the children and parent/caregivers they support. Consultation will be incorporated into our planning, design and decisions. We will provide feedback on how their information influences our work. Where relevant, we will seek to align/coordinate our work for better service delivery and connected engagement in our place. Additionally for Priority Area 4, we will aim to involve this stakeholder in active participation and decision making given their daily and sustained proximity to children and young people and their family, and role within the school setting.</p>
Connecting Community for Kids (CCK)	<p>This stakeholder will be engaged relevant to Priority Areas Three and Four.</p> <p>CCK is a significant initiative working with aligned outcomes and target age groups for clients in the same community. We aim to continue a collaborative engagement approach with a focus upon strong mutual governance engagement align leadership on plans, activities and resources that have the potential to affect considerable proportion children and families through direct engagement with a capacity building focus.</p>
Child and Adolescent Health Services Kwinana, including Child Health and School Health Nurses	<p>This stakeholder will be engaged relevant to Priority Areas One, Two and Three.</p> <p>Though locally some degree of collaboration may be enabled through activated places or events, in recognition of the limits to their team's local control and our sphere of influence, in general we will consult with this stakeholder to share data and to listen to and acknowledge their views as on behalf of the children and families they work with. Their team also provide important insights into the service system. Consultation will be incorporated as part of our planning, design and decisions to address the context of families' lives and stay abreast of emerging and changing needs in our place.</p>

Stakeholder	How the stakeholder will be involved
<p>City of Kwinana</p>	<p>This stakeholder will be engaged relevant to Priority Areas Three and Four.</p> <p>Currently our work is involved with the City of Kwinana, whereby we actively engage their voice and use two-way participation so that their views and experience, and those they hold on behalf of community, are directly incorporated in our work and so we stay abreast of emerging and changing needs in our place.</p> <p>In the future, we aspire to collaborate together to address the context of families' lives and enable one another's work for better service delivery, connected engagement and to create the conditions for change and progress. We seek collaborative engagement with the City's Community Services Directorate and Strategic Planning team. This would include two-way exchanges and aligned leadership on plans, strategies, policies, activities and resources that have the potential to affect all of our place for a considerable amount of time.</p>
<p>Commissioner of Children and Young People WA</p>	<p>This stakeholder will be engaged relevant to Priority Area Four.</p> <p>We will primarily consult with this stakeholder to share data and to listen to and acknowledge their views as on behalf of the children in Western Australia. Consultation will be incorporated as part of our planning, design and decisions to address the context of families' lives and stay abreast of emerging and changing needs in our place.</p>
<p>Early Childhood Education and Care (ECEC) Centres and Providers</p>	<p>This stakeholder group will be engaged relevant to Priority Areas One, Two, Three and Four.</p> <p>ECEC centres and providers are a critical space and connection to children and families to support all of our desired outcomes and to effect early intervention and prevention strategies with a significant proportion of our clients' target age group. This stakeholder group will be engaged across a continuum from inform to collaborate.</p> <p>A particular focus will be to progress current engagement with Goodstart Early Learning</p>

Stakeholder	How the stakeholder will be involved
	to support Priority Area One, with the aim to involve their centres to engage their voice and use two-way participation so that their views and experience, and those they hold on behalf of children and families, are directly incorporated in our work and so we stay abreast of emerging and changing needs in our place. We will seek collaboration to enable innovation and sustainable change where indicated.
Employment, education and training support providers, such as Parents Next, Forrest Personnel, SMYL	This stakeholder group will be engaged relevant to Priority Areas Two and Three . Give the material basics needs and conditions of families' lives, this stakeholder group will be informed of our work and perhaps occasionally consulted using various communication channels.
Family Support Network, Communicare	This stakeholder will be engaged relevant to Priority Areas One, Two and Three . Given the health, safety, participation and system level needs and conditions of children and families' lives, this stakeholder group will be informed of our work and perhaps occasionally consulted using various communication channels.
Fiona Stanley Hospital, Maternal Health and Perinatal Mental Health Teams, Mother and Baby Unit	This stakeholder will be engaged relevant to Priority Areas Two and Three . Given the health needs and conditions of children and families' lives, this stakeholder group will be informed of our work and perhaps occasionally consulted using various communication channels.
Frank Konency Community Centre	This stakeholder will be engaged relevant to Priority Areas Two and Three . We aim for involvement to actively engage this stakeholder and their clients' voice so that their views and experiences are directly incorporated in our work. We aim to foster integration by keeping them informed about our work and asking for feedback to address the context of families' lives and stay abreast of emerging and changing needs in our place. We will seek active partnership to mutually facilitate and enable one another's work for better service delivery, connected engagement and to create the conditions for change and progress.
General Practitioners	This stakeholder will be engaged relevant to Priority Areas One and Two .

Stakeholder	How the stakeholder will be involved
	<p>Given the health needs and conditions of families' lives, this stakeholder group will be informed of our work and perhaps occasionally consulted using various communication channels.</p>
Inclusion Support, Communicare	<p>This stakeholder will be engaged relevant to Priority Areas One, Two and Three.</p> <p>Given the health and inclusion needs and conditions of families' lives, this stakeholder group will be informed of our work and perhaps occasionally consulted using various communication channels.</p>
Institute of Indigenous Wellbeing and Sport WA (IIWSWA)	<p>This stakeholder will be engaged relevant to Priority Areas One, Three and Four.</p> <p>IIWSWA are one of only a few locally based ACCOs working directly with Aboriginal children in a culturally secure way that is embedded within the curriculum. This provides long term and significant reach to Aboriginal children and young people in Kwinana. Additionally, IIWSWA are active leaders in social and service system activities. They are a key stakeholder to support the reach, appropriateness, accessibility and acceptability of our work and to be part of broader vision for an inclusive and safe community for everyone.</p> <p>We aim to continue to work in collaboration through shared goals and integrated activities. We seek to build together a space to exchange advice, ideas and expertise so that to the maximum extent possible, there are joint, aligned actions with two-way capacity building and engagement. We seek this to optimise the conditions for sustainable change through a collaborative and cohesive approach in our place.</p>
Kwinana Early Years Services (KEYS)	<p>This stakeholder will be engaged relevant to Priority Areas One, Two, Three and Four.</p> <p>KEYS provide important needs-based, evidence based services and programs for parents, caregivers and community. Their depth, breadth of resources and reach make them a key stakeholder for CfC FP Kwinana clients and within the local service system.</p> <p>We aim to continue to work in collaboration through shared goals and</p>

Stakeholder	How the stakeholder will be involved
	<p>integrated activities. We seek to build together a space to exchange advice, ideas and expertise so that to the maximum extent possible, there are joint, aligned actions with two-way capacity building and engagement. We seek this to optimise the conditions for sustainable change through a collaborative and cohesive approach in our place.</p>
Kwinana Early Years Network	<p>This stakeholder will be engaged relevant to Priority Areas Three and Four.</p> <p>We aim for involvement to actively engage this stakeholder and their clients' voice so that their views and experiences are directly incorporated in our work. We aim to foster integration by keeping them informed about our work and asking for feedback on drafts and proposals as part of our planning, design and decisions to address the context of families' lives and stay abreast of emerging and changing needs in our place. We will seek active partnership to mutually facilitate and enable one another's work for better service delivery, connected engagement and to create the conditions for change and progress.</p>
Kwinana Education, Care and Family Network	<p>This stakeholder will be engaged relevant to Priority Areas Three and Four.</p> <p>We aim for involvement to actively engage this stakeholder and their clients' voice so their views and experiences are directly incorporated in our work. We aim to foster integration by keeping them informed about our work and asking for feedback on drafts and proposals as part of our planning, design and decisions to address the context of families' lives and stay abreast of emerging and changing needs in our place. We will seek active partnership to mutually facilitate and enable one another's work for better service delivery, connected engagement and to create the conditions for change and progress.</p>
Mandurah Kwinana Rockingham Access and Inclusion Network	<p>This stakeholder will be engaged relevant to Priority Areas One, Two and Three.</p> <p>We will consult with this stakeholder to listen to and acknowledge their views as professionals and on behalf of the children and parent/caregivers they plan for and support. Consultation will be incorporated into our planning, design and decisions. We</p>

Stakeholder	How the stakeholder will be involved
	will provide feedback on how their information influences our work. Where relevant, we will seek to align/coordinate our work for better service delivery and connected engagement in our place.
(Ngala) Child and Parent Centre - Calista	<p>This stakeholder will be engaged relevant to Priority Areas One, Two, Three and Four.</p> <p>The Child and Parent Centre-Calista provides an important service delivery setting and partnership based approach for CfC FP Kwinana, with regular and sustained engagement with children and their families in the early years. Continued attention to aligned strategies is anticipated.</p> <p>We aim to continue to work in collaboration through shared goals and integrated activities. We seek to build together a space to exchange advice, ideas and expertise so that to the maximum extent possible, there are joint, aligned actions with two-way capacity building and engagement. We seek this to optimise the conditions for sustainable change through a collaborative and cohesive approach in our place.</p>
Ngalla Yorga Waangkan	<p>This stakeholder will be engaged relevant to Priority Areas One, Two, Three and Four.</p> <p>Ngalla Yorga Waangkan are an important community-led and community-based asset within the Aboriginal community and are an active partner with CfC FP Kwinana. This group forms important capacity now and in the future for the direct provision of support to the families and kin of Aboriginal children and young people in Kwinana.</p> <p>We aim to continue to work in collaboration through shared goals and integrated activities. We seek to build together a space to exchange advice, ideas and expertise so that to the maximum extent possible, there are joint, aligned actions with two-way capacity building and engagement. We seek this to optimise the conditions for sustainable change through a collaborative and cohesive approach in our place.</p>
Playgroups	This stakeholder will be engaged relevant to Priority Areas One, Two and Three.

Stakeholder	How the stakeholder will be involved
	<p>Playgroups are an important community-based activity where our key client target groups interact. Engagement afforded in playgroups can be flexible and relational and provide important mutual connections for families and CfC FP Kwinana.</p> <p>We will consult with this stakeholder to listen to and acknowledge their views as parent/caregivers and on behalf of their children. Consultation will be incorporated into our planning, design and decisions. We will provide feedback on how their information influences our work. Where relevant, we will seek to align/coordinate our work for better service delivery and connected engagement in our place.</p>
Red Cross Financial Counselling Service and other local Financial Counsellors	<p>This stakeholder will be engaged relevant to Priority Areas Two and Three.</p> <p>Give the participation and identity needs and conditions of families' lives, this stakeholder group will be informed of our work and perhaps occasionally consulted using various communication channels.</p>
Relationships Australia WA, Kwinana office	<p>This stakeholder will be engaged relevant to Priority Areas One, Two and Three.</p> <p>Relationships Australia WA, Kwinana office provide important needs-based, evidence based services and programs for parents, caregivers and community. Their depth and breadth of resources and reach make them a key stakeholder for CfC FP Kwinana clients and within the local service system.</p> <p>We aim to continue to work in collaboration through shared goals and integrated activities. We seek to build together a space to exchange advice, ideas and expertise so that to the maximum extent possible, there are joint, aligned actions with two-way capacity building and engagement. We seek this to optimise the conditions for sustainable change through a collaborative and cohesive approach in our place.</p>
Schools including AEIOs	<p>This stakeholder will be engaged relevant to Priority Areas One, Two, Three and Four.</p> <p>We will consult with this stakeholder to listen to and acknowledge their views as professionals and on behalf of the children and parent/caregivers they work with.</p>

Stakeholder	How the stakeholder will be involved
	<p>Consultation will be incorporated into our planning, design and decisions. We will provide feedback on how their information influences our work. Where relevant, we will seek to align/coordinate our work for better service delivery and connected engagement in our place.</p>
Sporting clubs committee and representatives	<p>This stakeholder will be engaged relevant to Priority Areas One and Four.</p> <p>Give the participation and identity needs and conditions of families' lives, this stakeholder group will be informed of our work and perhaps occasionally consulted using various communication channels.</p>
State Government Departments and Agencies Department of Communities Department of Education Department of Health Mental Health Commission	<p>This stakeholder will be engaged relevant to Priority Area Three.</p> <p>Given all the domain-specific needs and encompassing and system level conditions of children and families' lives, this stakeholder group will be informed of our work and perhaps occasionally consulted using various communication channels.</p>
Uniting WA	<p>This stakeholder will be engaged relevant to Priority Areas One, Two and Three.</p> <p>Uniting WA provide important needs-based, evidence based services and programs for parents, caregivers and community. Their depth and breadth of resources and reach make them a key stakeholder for CfC FP Kwinana clients and within the local service system.</p> <p>We aim to continue to work in collaboration through shared goals and integrated activities. We seek to build together a space to exchange advice, ideas and expertise so that to the maximum extent possible, there are joint, aligned actions with two-way capacity building and engagement. We seek this to optimise the conditions for sustainable change through a collaborative and cohesive approach in our place.</p>
Wanslea NDIS Early Childhood Early Intervention	<p>This stakeholder will be engaged relevant to Priority Areas One, Two and Three.</p> <p>Given the health, learning and participation needs and conditions of children and families' lives, this stakeholder group will be informed of our work and perhaps occasionally consulted using various communication channels.</p>

Stakeholder	How the stakeholder will be involved
WA Police, Kwinana OIC/Community Liaison	<p>This stakeholder will be engaged relevant to Priority Areas Three and Four.</p> <p>Given the health, safety, identity and system level needs and conditions of children and families' lives, this stakeholder group will be informed of our work and perhaps occasionally consulted using various communication channels.</p>
WA Primary Health Alliance, Regional Team	<p>This stakeholder will be engaged relevant to Priority Area Three.</p> <p>Given the health and system level needs and conditions of children and families' lives, this stakeholder group will be informed of our work and perhaps occasionally consulted using various communication channels.</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.

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

Data source	Most recent	Author/Source	Smallest geographical area covered	Main topics covered	Website
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/internet/main/publishing.nsf/Content/PHN-Home
Australian Early Development Census	2018	Australian government	LGA	Indicators of early childhood development	Australian Early Development Census (aedc.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	https://www.dss.gov.au/national-centre-for-longitudinal-data-nclid/access-to-dss-longitudinal-datasets

Data source	Most recent	Author/Source	Smallest geographical area covered	Main topics covered	Website
				(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)	
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

Data source	Most recent	Author/Source	Smallest geographical area covered	Main topics covered	Website
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.csa.org.au/