

Families and Communities Programme

Playford Communities for Children Facilitating Partner

Community Strategic Plan

The Communities for Children Facilitating Partners (FP) Sub-activity

FPs are place-based, develop and facilitate a whole of community approach to support and enhance early childhood development and wellbeing for children from before birth to 12 years. FPs build on local strengths to meet local community needs and create capability within local service systems, using strong evidence of what works in early intervention and prevention as identified by the Families and Children Expert Panel. They collaborate with other organisations to provide a holistic service system for children and families. FPs fund other organisations (known as Community Partners) to provide services including parenting support, group peer support, case management, home visiting services and other supports to promote child wellbeing.

The Community Strategic Plan

The Community Strategic Plan (the Plan) supports FPs to set out a vision for their service area. It identifies the key needs and service gaps in the community, develops ways to better coordinate and collaborate and outlines priority areas and strategies to address need and improve outcomes for children and families.

The Plan should build on the extensive knowledge that FPs and their Committees have gained in working with their communities, often over long periods of time. This new Community Strategic Plan presents an opportunity to critically reflect on what is changing and what continues to be the strengths and challenges for your local community.

The Plan also reflects the Australian Government's commitment to civil society and an acknowledgement that it is only through everyone in a community working together that true change in outcomes and trajectories can be achieved. This includes governments, non-government organisations, academia, business and community members.

The Community Strategic Plan should be developed with the aim of achieving the Families and Children Activity Outcomes and the Communities for Children FP objectives. The objectives of the Communities for Children FP are outlined below, including the new objective around school transition and engagement.

- 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.

Community Strategic Plan Guidance

All Facilitating Partners are required to provide a Community Strategic Plan by **1 April 2015** for each Service Area and will cover the period to 1 July 2019.

The Plan includes the following sections:

1. Communities for Children Facilitating Partner's Details
2. Community Informed Service Mapping
3. Community Engagement
4. Service Area Vision
5. Priority Areas

When developing your Plan, you should consider the following documents:

6. Families and Children Guidelines Overview
7. Communities for Children FP Operational Guidelines
8. Your Families and Communities Programme Grant Agreement, especially Item B
9. Families and Children Performance Framework
10. Families and Children Programme Logic, and
11. State, territory and local government policies, plans and services

FPs will likely generate a substantial amount of valuable information as they develop their Plan. However, as part of the Department's commitment to reducing reporting requirements, FPs can limit responses to **one page per section and one page per priority area**.

The Plan 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 Grant Agreement Manager for review.

Please contact your Grant Agreement Manager if you need assistance developing your Plan or if you may have difficulty in meeting the due date.

Other useful information resources include:

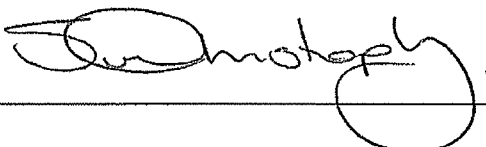
- [Factsheet on the Families and Children Expert Panel](#)
- [Factsheet on Collaboration](#)
- [Closing the Gap on Indigenous Disadvantage](#)
- [Closing the Gap: National Indigenous Reform Agreement](#)
- [The Toolkit for Indigenous Service Provision](#)
- [The Working and Walking Together handbook prepared by SNAICC](#)
- [The Engaging hard-to-reach families and children report by Natasha Cortis, Ilan Katz and Roger Patulny](#)
- [The Family Relationship Services Australia \(FRSA\) What Helps and Hinders, FRSA Linkages and Collaboration Project Report](#)
- [Interagency Collaboration by the Australian Institute of Family Studies](#)
- [Promising Practice Profiles at the Australian Family Relationships Clearinghouse by the Australian Institute of Family Studies](#)
- [Creating Conditions for Collective Impact](#)

1. Communities for Children Facilitating Partner's Details


Facilitating Partner Details

Service Area Name	Playford
FP Name	AnglicareSA
FP Contact Name	Sam Haskard
FP Contact Title	Manager Communities for Children Playford
Address	91 Elizabeth Way, Elizabeth
State/Territory and Postcode	SA, 5112

Community Strategic Plan

Date Communities for Children Committee agreed to Community Strategic Plan	23/03/2015
Name of Facilitating Partner Authorising Officer	AnglicareSA Sue Christophers
Signature of Facilitating Partner Authorising Officer	

DSS Use

Date of Submission to DSS	24/4/15
Date of DSS approval	4/5/15
DSS Delegate Name	Paul Regan
DSS Delegate Position	Deputy General Office
DSS Delegate Signature	

2. Community-Informed Service Mapping

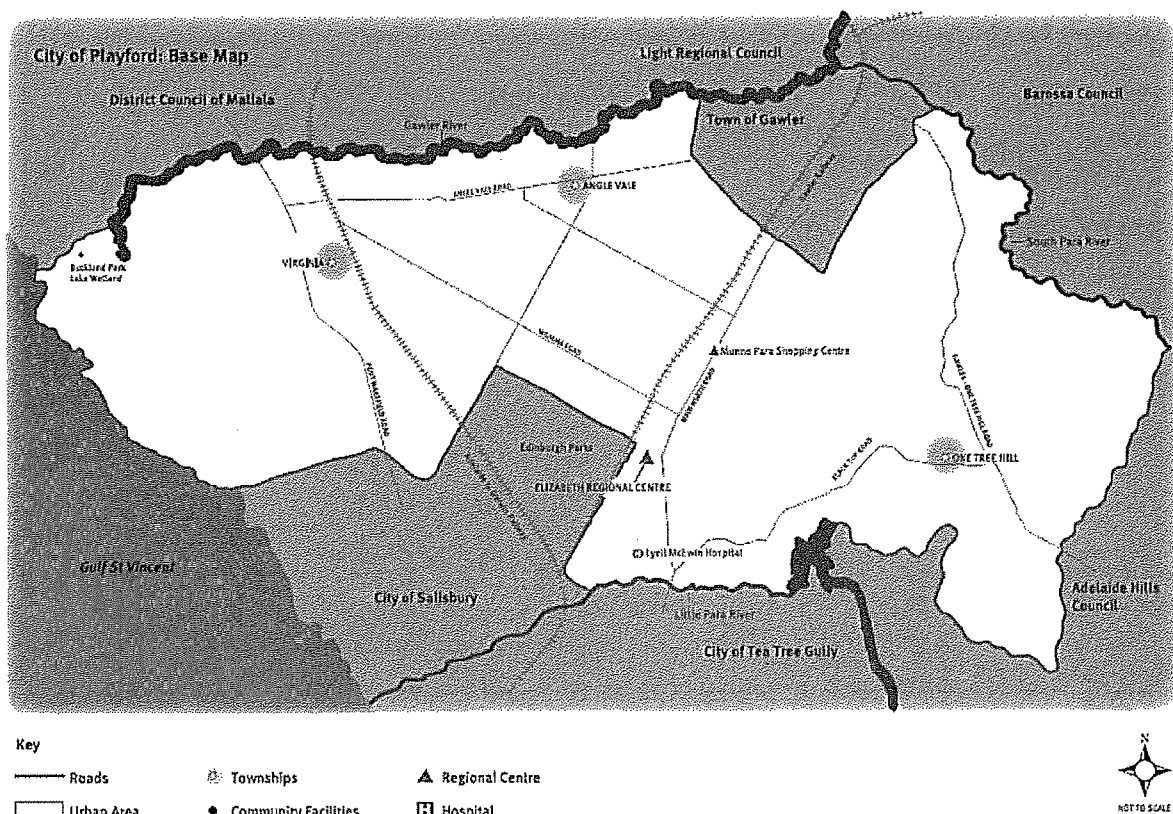
Describe the **key needs** of vulnerable and disadvantaged children and families in your community, and the **current services and service gaps** within your service area.

You should reflect on:

1. What are the key needs of families at risk of poor outcomes in your service area?
2. Are there emerging needs for your community that you need to get on the front foot in addressing?
3. What are the existing children and family services doing to meet those needs? Are there gaps?

You should draw on feedback from community consultations, your existing knowledge of the community's demographics and social issues as well as other available resources, which may include:

- Australian Early Development Index at www.rch.org.au/aedi
- The National Assessment Program – Literacy and Numeracy at www.naplan.edu.au
- Australian Bureau of Statistics, to access census data such as age profiles, unemployment and cultural diversity information, at www.abs.gov.au
- Settlement statistics at www.immi.gov.au/settlement
- State and territory specific information, including statistics on school attendance, domestic violence, child protection and crime.



Playford's Key Demographic Facts

Location: The City of Playford is the most northern Local Government area of metropolitan Adelaide, located 30 kilometres North of the Adelaide city centre and is made up of 35 suburbs, that includes: Elizabeth, Davoren Park, Smithfield, Smithfield Plains, Andrews Farm, Munno Para, Munno Para West, Elizabeth North, Elizabeth South, Elizabeth East, Elizabeth West, Elizabeth Grove, Elizabeth Vale, Elizabeth Park, Elizabeth Downs, Craigmore, Blakeview, Angle Vale, Penfield, Buckland Park and Virginia. Within this Community Strategic Plan, suburbs such as Angle Vale, Virginia and Hillbank have been included into the responses, building onto the successes of the work and engagement with community in a number of the other suburbs included.

Scale and Perspective: The City covers an area of 346 square kilometres, and has an estimated resident population of 85,069, with a population density of 2.47 persons per hectare.

The growing population of Playford: The Census population of the City of Playford in 2011 was 79,113, living in 32,393 dwellings with an average household size of 2.59. The population growth within the City of Playford has increased 2.9% from June 2011 – 2012, two and a half times the growth of Greater Adelaide 1.1%). Munno Para West – Angle Vale (8.3%) and Davoren Park (4.4%) had both the largest and fastest population growth in SA, together accounting for more than 1,300 new residents (Barbaro, B., Crossman, S., Hordacre, A., Spoehr, J., 2013).

Significant population growth within the Playford region is expected, with about 2,000 hectares of new residential land already zoned, and an additional 1,500 hectares in the pipeline for Angle Vale, Virginia and in Playford North. There is also the existing residential renewal project Playford Alive that covers another 930 hectares, this includes the Peachey Belt, Munno Para West and Andrews Farm South areas. Work has started on increasing new housing, upgrades to public housing, new shopping centres, further proposed school sites, transport upgrades, parks and sporting facilities and is expected to be completed over the next 15 years. The population growth projections developed by the South Australian department of Planning and Local Government (DPLG) predict 19.3% growth in the City of Playford population from 2016 to 2021 and 15.4% growth from 2021 to 2026. Areas such as Blakeview and Munno Para have already seen an increase in residential population, with new families and children creating increased need for family and early childhood social supports and programs.

Key child and family orientated supporting statistics and data?

The City of Playford had a higher proportion of pre-schoolers and a lower proportion of persons at post retirement age than Greater Adelaide in 2011. An analysis of the age structure within the Playford census data 2011 shows that compared to Greater Adelaide there is a higher proportion of people in the younger age groups 0-17 years of age. It also highlighted that Playford has a larger percentage of babies and pre-schoolers, 8.4% compared to 6.0% within Greater Adelaide and a larger percentage of primary schoolers, 10.2% compared to 8.1% within Greater Adelaide. The consultation results along with the demographic statistics provide a strong evidence based argument in support of the need for a high number of children and family support and engagement activities. Davoren Park and Munno Para West – Angle Vale have the youngest profiles with 27% and 26.5% of their populations aged less than 15 years. Overall, 15.1% of total households with children were couples with young children, and 8.4% were couples with older children, compared with 15.1% and 9.5% respectively for Greater Adelaide. The 2011 Census identified that there were almost 5,500 sole parent families, with 80% of these families having a maternal head of family. Overall, the proportion of single parent households with young children was 8.8% compared to 4.3% in Greater Adelaide while the proportion of single parent households with older children was 6.2% compared to 5.5% in Greater Adelaide.

Indigenous Profile: 3% - 2,362 residents living within the City of Playford are of Aboriginal heritage. Aboriginal residents of the City of Playford have a younger age profile than those of Greater Adelaide and South Australia in 2011 and this is most noticeable in the 0-14 year age group where close to half (43.1%) of the Playford Aboriginal population were aged less than 15 years, compared with one quarter (23.0%) of the total Playford population (source: Australian Bureau of Statistics 2011).

The Aboriginal population was more heavily represented in the residential areas of Elizabeth, Davoren Park and Smithfield – Elizabeth North, all of which had more than 4% Aboriginal residents.

Immigration, Culture and Ethnicity: Between 2006 – 2011, the City of Playford accepted 2,158 migrants, 3.2% of all South Australian's migrants (Department of Immigration and Citizenship, 2013). Almost half, (46.1%) were from humanitarian stream, with around one quarter each from the family (25.6%) and skills (28.3%) streams. Playford has far fewer skilled migrants and substantially more humanitarian migrants than Greater Adelaide and South Australia, accepting 12.8% of South Australia's humanitarian migrants, traditionally the most disadvantaged of migrants. Overall, most migrants in the City of Playford came from Southern Asia. However, most humanitarian migrants came from Southern and East Africa (Source: Department of Immigration and Citizenship, 2013)

Health and Wellbeing in Playford: When surveyed, Playford residents rated their health much lower than most South Australian's with 24% and 17%, respectively, rating their health as fair or poor. Ratings of psychological distress, smoking, obesity and chronic disease rates were higher. It was also identified that residents delayed medical consultations and the purchase of prescribed medications because they couldn't afford them, despite the high bulk billing rates recorded.

In 2007-2008 a National Health Survey, utilising the Kessler Psychological Distress Scale-10 (K10) indicated that a large segment of the City of Playford residents 15.5% were estimated to have high or very high levels of psychological distress, higher than the proportion of residents in the Adelaide Statistical Division or across the State. (Barbaro, B., Crossman, S., Hordacre, A., Spoehr, J., 2013)

Child Protection Notifications: According to the most recent data available from 2008/09, Playford had more than double the rate of Child Protection Notifications than that of the Adelaide Statistical Division, with Playford having 86 notifications per 1,000 population (0-17 years), compared with 40 per 1,000 for the Adelaide Statistical Division. (Source: Department of Families and Communities, Practice Development, Families SA).

Domestic Violence Assessments: In 2008/09, there was more than double the number of domestic violence assessments in Playford with a rate of 7.3 per 1,000 population, compared to 3.0 per 1,000 for the Adelaide Statistical Division. (Source: Department of Families and Communities, Practice Development, Families SA).

Socio Economic Indexes for Areas (SEIFA): In 2011, the City of Playford scored 871.3 on the SEIFA index of disadvantage. The City of Playford's overall SEIFA index of Disadvantage rate 871.3 ranks as the fifth most disadvantaged Local Government Area (LGA) in SA, after Cooper Pedy District Council, Peterborough District Council, Maralinga Tjarutja Area Council, and Anangu Pitjantjatjara Lands. There is a considerable variation within the LGA, Elizabeth, Smithfield – Elizabeth North and Davoren Park were ranked the second to fourth most disadvantaged areas in the State, and however One Tree Hill ranks as one of the least disadvantaged, in the top 6% in SA.

Labour Force within the City of Playford:

30,590 people living in the City of Playford in 2011 were employed, of which 62% worked full-time and 36% part-time

Analysis of the employment status (as a percentage of the labour force) in the City of Playford in 2011 compared to Greater Adelaide shows that there was a lower proportion in employment, and a higher proportion unemployed. Overall, 90.5% of the labour force was employed (50.2% of the population aged 15+),

and 9.5% unemployed (5.3% of the population aged 15+), compared with 94.2% and 5.8% respectively for Greater Adelaide.

Analysis of the labour force participation rate of the population in the City of Playford in 2011 shows that there was a lower proportion in the labour force (55.5%) compared with Greater Adelaide (60.7%).

The suburbs Elizabeth (26.7%), Smithfield – Elizabeth North (25.1%) and Davoren Park (21.7%) ranked amongst the fourth highest unemployment rates within the Adelaide metropolitan rates. In 2011 over 5,200 Playford residents were employed in the manufacturing industry, contributing to 7% of South Australian workers in the manufacturing industry. Utilising the 2011 Census of Population and Housing data, Craigmare- Blakeview had 313 residents employed in either the motor vehicle or vehicle parts manufacturing industry, contributing to 4.80% of the sector, Davoren Park had 185 residents (2.84), Elizabeth East had 172 residents (2.64%), Smithfield – Elizabeth North had 109 residents (1.67%), Elizabeth had 106 residents (1.63%) and Munno Para West – Angle Vale had 101 residents contributing to making up 1.55% of the sector.

With the first 400 job losses and then the official announcement of the Holden closure in December 2013 the impact on the community has started to be felt. The full impact on the community of the closure is uncertain but the first detailed business survey has identified that one third of businesses near the manufacturing plant could be at risk of shutting and there is a very high level of concern throughout the community.

There has been a multitude of conversations with workers who will be losing their jobs to assist them to develop strategies to address the impact that this will have on their families. This work has already identified the increased levels of stress and pressure being experienced within the families of the effected workers.

Through our community consultation process it is evident that the vast majority of workers to be affected by the closure are male and are also the main income earner within their family. Their primary concern was how they are going to move into other employment that will provide similar pay levels to maintain current household budget requirements. The impact of the potential drop in wages included concerns about maintaining mortgage and car payments, private school fees (this concern had a very child focused lens from the family with statements like “child X has been at that school since preschool, all of their friends and our friends are there”), social and emotional supports and impacts are potentially eroded. With the increased uncertainty for the future, depression partnered with social isolation increases the risk of people turning to drugs and alcohol, gambling, violence in the home and family breakdown. The Beyond Auto Project has been coordinating a range of responses and convening a Service Provider group to look at the strategies and current service provision to support what has been identified as a growing need for financial counselling, psychological counselling, domestic violence services, child and family focused services, drug and alcohol, gambling, mental health services and housing support as well as the Job Service provider and training support. A holistic approach to what may be required is being discussed; this will require a well-informed, responsive and collaborative approach with well supported referrals between agencies to assist families through what may be some very hard times.

AEDC Playford Community Results:

In 2009 data for the Playford region as collected on 978 children with the overall results of 32.2% of children were developmentally vulnerable on one or more domains, much higher than the national average of 23.6%. The domains where children were most developmentally vulnerable were physical health and wellbeing – 16.2% and social competence 14.1%.

In the 2012 the AEDC results for Playford a higher number of children were surveyed (1,345) and there was a significant increase in vulnerabilities in all domains, with 38.5% of children rated as vulnerable on one or more domains and 23.3% vulnerable against two or more domains. Results that are significantly worse than the 2012 SA results with 23.7% of children rated as developmentally vulnerable against one domain and 12.2% vulnerable against two or more domains and the national result of 22% and 10.8% respectively. Within the Playford AEDC results areas with the highest number of children registering as developmentally vulnerable included Elizabeth/ Elizabeth Park, Elizabeth South, North, East, Downs and Grove along with Davoren Park, Smithfield and Virginia and surrounds. In some of these suburbs the percentages of children rated as vulnerable against one of more domains was as high as 60% in Elizabeth South and 50% in Elizabeth North. In addition, in both of these suburbs 40% of children were rated as vulnerable in two or more domains.

Levels of Qualifications in Playford: The major differences between qualifications held by the population of the City of Playford and Greater Adelaide were:

- A **larger** percentage of persons with No qualifications (58.1% compared to 46.3%)
 - A **larger** percentage of persons with Vocational qualifications (21.1% compared to 18.1%)
 - A **smaller** percentage of persons with Bachelor or Higher degrees (4.9% compared to 18.2%)
 - A **smaller** percentage of persons with Advanced Diploma or Diplomas (4.9% compared to 7.8%)
- 23% of people in the City of Playford attended an educational institution in 2011.

In the City of Playford, 1.2% of renting households were paying more than \$400 per week in rent in 2011.

The Strengths within the City of Playford: Identified within the Communities for Children Playford 2014-2015 Community Consultation's the Playford community identify themselves as proud and resilient people. The consultation identified that people felt that Playford had strong educational opportunities for their children, that the redevelopment of many areas and upgrading of the open spaces and parks created safer and more family friendly spaces. Interestingly, the majority of people, excluding the more regional suburbs of Playford, Angle Vale, Buckland Park and Virginia felt that transport was a strength and that with the improvement of pathways, crossings and street lights, Playford's public transport was excellent. When further exploring this outcome, it was established that the capacity of individuals along with the surrounding infrastructure and environmental factors were the barriers associated to poor transport and accessing services. It was also captured that accessing shops and services within Playford was good for the majority of suburbs, again excluding Angle Vale.

Existing documents such as the Community Wellbeing Plan 2006 – 2011, highlight that there has been some consistent feedback for the Playford Community, with preference to how the community feel and see themselves. Within the City of Playford's Wellbeing Plan 2006 – 2011 the following strength based themes were consolidated to:

1. Community pride
2. Sport participation and success
3. Resilience
4. Community support – a strong connection and near to family and friends
5. Parks and open spaces
6. Affordable housing

With this quote from a resident really reinterring the thoughts and words of many of the Playford residents: "There are natural community bonds in Playford – people look out for each other." City of Playford – Community Wellbeing Plan 2006 – 2011.

Community Identified gaps and needs informed by the community consultations September 2014 – February 2015.

During the consultation period a significant amount of community and service provider feedback was captured in relation to gaps and emerging needs for families within the Playford region. The above demographics highlight the areas of significant disadvantage along with the emerging needs of areas such as Virginia and surrounds. With increased growth in areas such as Munno Para, Angle Vale, Davoren Park, Andrews Farm, Craigmore and Blakeview, linked to affordable housing for families and young people heightens the demand and increased need for early childhood and family based supports for these suburbs. The consistent link between these suburbs and the outcomes identified from the AEDC results, partnered with Playford having the 4th highest unemployment rates and the downfall of the manufacturing industry, leading to significant job losses paints a picture where social and family services and supports will be required more than ever.

Within the information provided below, through strong networks, existing collaborations and a clear understanding of the service provision, we recognise that not all of the needs and gaps identified will be addressed or fit within the scope of the Communities for Children initiative. The role of the CfC Facilitating Partner will be to work with Governments and other providers to ensure this information is shared and where appropriate will support action and/or advocacy.

1. Family and sector support in building resilience and capacity to respond

The following areas were identified during the consultation period where the Playford CfC initiative has capacity to increase access to information, build parenting and child development knowledge and support responses that assist in building individual and community capacity and resilience. Families and educators shared that there was a gap in resources, knowledge and opportunity for children to build resilience through learning strategies and techniques in understanding and self-managing behaviours. Positive, confidence building programs and resources that encouraged self-empowerment and understanding self-management of behaviours. Families also highlighted the importance of having access to information and programs that provided an opportunity for the whole of family to work together on things such as child to family member violence and abuse.

Professionals shared that there was a need for more regional development opportunities where staff and volunteers could expand their knowledge of topics such as intergenerational trauma, attachment, brain development and how to discuss with families the hard to have conversations of parental behaviours role modelling, understanding parenting styles, creating safe and secure home environments and the effects of domestic violence and trauma on children. Professionals also highlighted that more responses to families having access to supports and resources to understand the impacts of violence, knowing strategies, resources and referral pathways to support families impacted by violence, drugs, alcohol and relationship breakdown on children was further needed, linking this to poor mental health and unhealthy parenting choices. Outlined with these discussions with some families and service providers also highlighted that programs to support parenting capacity for parents who are impacted by diminished mental health and drug and alcohol addiction, where children were at risk of or had been removed.

Community members identified that existing and ongoing work and supports for Father's and their children with particular links to child attachment, sole fathers building capacity and creating links to social supports and connections to other fathers experiencing similar circumstances was required. This was supported by service providers across the sector who identified that since the implementation of fatherhood focussed programs more fathers, significant male role models were accessing services and programs. This also applied to the existing work that has been conducted with young parents across the Playford region between the Lyell McEwin hospital, MY Health (formerly known as The Second Story) – Kids Stuff program, Making Moments and Dad's Business (Centacare) all of which are CfC funded. These noteworthy partnerships have been developed across agencies through the support of the Facilitating Partner and have developed impressive strategies to engage and work with young parents. This has had a significant success and impact in building young parents capacity in parenting, improving the wellbeing and outcomes for children and supporting warm referrals to other supporting services and programs.

2. Children and Families Health & Wellbeing

Health and wellbeing across the Playford region was raised through a number of vehicles, with topics such as children's nutrition, fussy eaters and life skills e.g. cooking Help with food and nutrition. Consultation conducted with new and emerging communities also identified that life skills such as garden and housekeeping and maintenance, budgeting along with raising children in Australia, support and information on preparing for baby, financial preparation and information and promotional messages on the importance of babies health highlighting the effects of drugs and alcohol in utero and after birth.

Mental health and children on the spectrum rated quite highly, indicating a need for more information and support in both of these important areas. The following suburbs Elizabeth, Andrews Farm, Angle Vale, Munno Para, Munno Para West and Downs, Buckland Park and Davoren Park captured significant numbers of families requesting support with children on the spectrum but not exclusive. Parents/ caregivers with poor mental health, including pre and post natal depression was identified as a high need in relation to the impacts of children within the home environment, highlighting supports required within the home, 1-1 working with parents, group work and upskilling across the sector. In exploring the effects of poor parental mental health for children pre-birth – 12 years of age drew links to children's own poor mental health, emotional development, children's behavioural issues, self-harm and lifelong difficulties into adulthood. Home Visiting – Where extra 1-1 or family support is required within the home, particularly in cases where there is poor attachment post and antenatal, social isolation, high operating mental or physical disability etc., and some in home support builds parenting capacity and supports external links, relationships outside of the home. Again during the new and emerging communities' consultation home visiting and 1-1 support longer than 6 months to support and achieve long term child development and positive family outcomes.

Children as carers for younger siblings and/ or a parent due to physical and/or reduced mental capacity was identified as a growing concern with the age limit of the child as a carer identifying cases where children 5 years of age having to care for siblings and the parent and run the household. The impacts of this not only included child safety, mental health and wellbeing impacts but also significant social and participatory isolation and schooling impacts.

3. Children's safety, happiness and wellbeing

Child led consultation was built in to the consultation schedule to ensure that we capture the voices of children. The findings of the consultation identified that children were very aware of the importance of their own safety and wellbeing, highlighting that feeling safe within the home environment, free from arguing and violence was very high on the list of what was important. Children also stated that divorce and separation was something that worried them at different points in their lives. Safety at school, strong friendships, acceptance and being a part of a group was important and that significant bullying was something that 98% of the children interviewed had experienced within the schooling environment.

When discussing their neighbourhood, their community children stated that being able to feel safe to ride, skate, play outside their houses, in their streets and in local parks was important and during an arts based consultation session the environment, animals and parks was represented significantly as something important to them.

Social media was represented both positively and negatively for children, with children stating that social media kept them connected with friends and family and that it allowed them to express themselves. Children spoke about how electronic devices such as phones, iPads, iPods, TV etc., provided them with a lot of entertainment and fun and that creativity and learning was supported through these devices. The flip side of this was that children felt social media allowed bullies to bully them all the time, that sometimes they felt there was no escape from negative input and that they wished more could be done around online bullying. Some children also pointed out that they knew that they used to be more social, person to person and active, playing outside, riding bikes, skating and in sports.

Children linked this to more access to weekend activities where they could meet new people with similar interests, something that online access offered them and said that extra activities such as access to dance, art, theatre and sports would be what they are looking for.

When speaking to parents, community and service provider's similar concerns and areas of need were identified in support of the children's feedback. Parents highlighted a need for more low cost or free activities for children after school and on weekends. A key link was made where parents had identified that traditional competitive sports, or educational engagement was not strong and that access to activities such as non-traditional based sport and the arts could be used to better engage children into education environments, create opportunity where success is experienced, friendship groups developed and confidence built.

Parents made reference to their concern of high usage of electronic devices and screen time vs. family time, real time relationships and friendships, cyber bullying and sedentary lifestyles. Service providers made links to these topics where there were positive and negative statements made to the impacts that digital usage has on the gross and fine motor skills and childhood physical and neurological development. This for service providers and some parents had significant links to the reduction of physical and emotional attachment, relationships and a negative impact on the mental health and wellbeing for children.

4. School Transition and Engagement

Concern highlighted from service providers, education and care settings and families identified that there are children who are entering into school who are unprepared for the school environment. Poor speech/ language skills, gross and fine motor skills are under developed for starting school e.g. holding a pencil, turning pages in a book, social skills, toileting and in some cases parents feeling quite concerned about their children leaving the home for the classroom environment and the child distressed with the parent leaving them at school. Families and children from culturally and linguistic diverse backgrounds shared that support for school readiness and with the systems/ processes for starting school, filling forms and understanding expectations for children going to school was a gap.

After school activities and homework support for families was a general area that families felt support was needed, with the aim of improving whole of family literacy and numeracy and reducing educational barriers, due to parents not having the skills to support their children.

In discussion with some Aboriginal services and families 1-1 support and home visiting to look at a whole of life approach in breaking through barriers, financial, housing, relationships, drugs and alcohol, and within the schooling environment, particularly where families had previously had negative experiences and may have felt alienated leading to disengagement. By embedding a holistic approach to families' lives, underlying barriers are addressed and families are better equipped to support the engagement and attendance of their children in school.

5. Inclusion and Access

In very recent consultation key gaps and barriers have been identified through feedback from community members within the Burundian, Bhutanese, Afghani and Burmese communities, service supported to be more inclusive and aware of the different cultures and needs within the Playford region.

With the growing diversity of cultures within Playford, families have identified that services are not equipped to work successfully with families where English is their second language. Resources, interpreters, staff who speak multiple dialects are very limited and often the needs of new and emerging communities are not supported well.

The language barrier increases social isolation for children and their families, particularly where they are new to the Country, area and disengaged from community and culture. This is then impacted by the fact that services promote activities, events and programs through electronically, in written format and in English and there is little support to build trusting relationships and engage families to these events.

Families and children felt that there is little knowledge and understanding of the barriers for children with a disability, sharing that many events, programs and activities are very main stream and that organisations try to be inclusive but lack the knowledge of what this truly means for children to be actively engaged.

In looking at promotional material and resources, CALD or new and emerging communities, Aboriginal and children with disabilities feel that they are underrepresented visually, that often being able to look at something and seeing themselves is important, wording or symbols that reflect who they are can make the difference in wanting to engage in an activity or program.

3. Community Engagement

In this section you should reflect on how your structures of governance and community feedback have worked to encourage community engagement and identify any gaps in communication and participation of particular groups.

Reflecting the civil society agenda that stresses that everyone has a role to play in supporting their communities, you should think about your target groups for engagement in a broad sense. 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.

You should reflect on the different reasons why you would engage with each target group. For example, with some groups you may wish to explore innovation, while with others you may seek to encourage collaboration and service integration, consult on activity design, build enthusiasm for the agenda, contribute to the sustainability of initiatives or evaluate progress.

A strategy should be developed to encourage and support ongoing participation of the target groups. As part of the strategy you may wish to highlight any particular challenges you foresee in engaging with particular groups, such as children or business, and outline how you will develop your skills and knowledge in these areas.

Please outline the **community engagement strategies** you will use in your Service Area.

Your response should include:

- Who you will engage with
- Why you are engaging with them
- How you will engage them to ensure their ongoing involvement/participation

Consultation is a core component and a built in mechanism of our role as the Facilitating Partner in our everyday practice. Consultation feedback is captured from the bi-monthly Community Partner meetings that we conduct, during community events and activities that we host or participate in, when interacting with community members, through the committee, agencies and organisations in 1:1 engagement and/or via network meetings and committees.

Over the life of the Communities for Children Playford initiative we have built and continue to build a community and services/ professional database where CfC specific and service generic information is disseminated, ensuring that information is efficiently and effectively communicated and readily available for the community. A quarterly CfC newsletter is developed to ensure that there is an easily accessible and central point for community and services to go to for CfC activities, programs and events and other relevant child and family focussed information. The Playford site has been a part of the FSP trial where data is shared across

services and programs, identifies referral pathways and key areas that support for coordinated service delivery conversations with community partners.

The current Coffee and Chat group (a parent group that meets weekly for social and peer support) and then the Child Friendly Parent group (resulting from the coffee n chat group) focusing and developing child friendly spaces will be further supported and work alongside the CfC Playford team, increasing capacity to inform services across the Playford region, the Committee and CP's, providing a voice for community, driving child friendly practice, projects and resources.

CfC State Facilitating Partners utilise a Children's Voices Art Exhibition event to consult with children and create a product that promotes children's voices about what's important to them. The CfC Playford team will utilise the arts based activities and the more recent consultation strategies such as multi-media visual tools to further engage children on the hot topics. Opportunities to for further upskilling and leadership training with children as well as upskilling CP's and other service providers to build in child engagement strategies will be a future focus.

CfC Playford participates and drives a range of networks with a range of key foci, the information discussed through these different networks will be filtered and then shared through a services database. CfC will be the key drivers for coordinating the information out and linking people/ services who discuss similar or the same actions together, ensuring knowledge is increased, work is coordinated, resources maximised and duplication is reduced.

During this consultation phase CfC Playford conducted an extensive engagement process across the community. Whilst CfC Playford has been working alongside diverse sections of the community there was an awareness of gaps in knowledge and or current knowledge and relationships. An emphasis to further engage with fathers, the Aboriginal and/or Torres Strait Islander peoples and the new and emerging communities to have a wider culturally diverse reach, capturing children's voices and to explore the needs of the suburb Virginia was implemented to close these knowledge gaps and draw upon direct experience and need from the people themselves. A range of strategies were conducted and included focus groups, 1:1 consultations, group and open group consultations, closed group consultations, arts based consultation and multimedia tools to capture feedback. Two surveys were also conducted, one for service providers and one for the community, these were also made available to be completed in hard copy form.

With a wide reaching community consultation process, the CfC Playford initiative has been able to expand and build on the existing relationships and connections within the Aboriginal and Torres Strait Islander community and will continue to take up the invitations to participate in existing cultural activities and events and continue an inclusive approach that welcomes, values, celebrates and extends diversity.

The CfC have scheduled to meet with IT and communication experts to look at maximising the usage of technology e.g. further developing the Facebook page promotion, phone technology, web-based promotions and video links and footage.

AnglicareSA has a policy "Engaging with People, Families and Communities" clearly outlining organisationally how we will engage and consult with the community. The framework is underpinned by AnglicareSA's 5 core values of compassion, integrity, servant leadership, stewardship and equity. The framework for Engaging with People, Families and Communities ensures that it will collaborate with community, supporting the upskilling and empowering the community, transparent and clear two way communication, volunteer and committee roles and opportunities where parents and children are supported to be a part of the decision making process.

4. Service Area Vision

Drawing on your community-informed service mapping and community engagement processes, describe the vision for your Service Area. Ensure that your vision encompasses the Families and Children Activity outcomes and the Communities for Children Facilitating Partner objectives.

Our Vision – “Playford a community where families have access to information, are supported and empowered to nurture their children’s health, wellbeing and development in a safe and responsive environment.”

The CfC Playford initiative will deliver positive and sustainable outcomes for children and families, ensuring improved health, wellbeing and supporting the development of young children in utero to 12 years of age.

The community consultation has been pivotal in further building positive relationships with the community, ensuring that community voices are well captured and included within this Community Strategic Plan and that when the community reads this document there is ownership, that this document resonates with them as they have been involved in shaping and informing this document and shaping the activities under the four key priority areas.

The five key priority areas have an overarching outcomes statement – “Communities for Children will improve the health and wellbeing of families and the development of young children, from pre-birth and after 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 that they can stimulate and promote child developmental and learning from birth;
- **School Transitions and Engagement** - Support children and families to make smooth transition to school and work with local schools to assist children and families with their ongoing engagement with school;
- **Child Friendly Communities** - To create strong child friendly communities that understand the importance of children and apply this capacity to maximise the health, wellbeing and early development of young children at the local level

The CfC Playford initiative uses a community development framework, applying a whole of community and place based approach that embraces the strengths of the community and works in partnership with children and families, services and businesses to address the gaps and is responsive to the needs of the Playford community. Collaborative work practices across the sector to provide support and advocacy for safe and nurturing environments that empower children and families to create, change and growth through social inclusion, building knowledge and supportive learning environments.

The activities that will be implemented reflect the responsiveness and inclusivity that is required to engage whole of community and supports participatory decision making, empowers community to problem solve, builds community capacity through increased knowledge, an improved understanding of child friendly and how this is important in supporting children and families and how these strategies make them the experts in defining and setting their own goals and responses to create a community that is a safe learning environment.

The identified gaps that have been informed by the community and that drive the priority area responses are included within this document. Along with the community consultation, existing knowledge, research and

expertise sourced from local, State and National bodies, the recommendations were presented and endorsed by the local Playford committee. The extensive reach of consulting with community ensures that the responses correlates across sector responses and in turn strengthens and compliments the overall outcomes of the initiative.

5. Priority Areas

Building on previous parts of the plan, describe the priority areas that you need to focus on to achieve your vision. Priority Areas are the areas that the community has identified need to be a focus of effort. The priority area may be a particular target group (e.g. engaging young parents), a service gap (e.g. parent education), or systemic issue (e.g. adult services being disconnected from children's services).

Your response 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 strategies you will use to achieve improved outcomes in this priority area
- Your strategies may include funded direct service delivery but could also focus on 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.
- The method you will use to measure whether outcomes in this priority area have improved.
- Outline the key stakeholders that will be critical for success.

The overarching strategy for CfC Playford priority areas are:

To strengthen existing service delivery by supporting partnerships, linking services to services and community to services and supporting referral pathways that effectively link children and families to the services they are seeking. CfC FP will support the dissemination and promotion of information and materials that add to creating improved outcomes for children. Where there are gaps in services CfC FP will look at resourcing responses by either value adding to existing services or by sourcing appropriate services to deliver activities to respond to the gap. All activities will work towards building capacity, reducing dependency and that sustainable outcomes are achieved. The CfC FP will support the building of evidence based activities by linking Community Partner's to research, sharing evaluation resources and tools such as Results Based Accountability and Program Logic, training to build capacity and access to the expert panel and the processes for becoming an evidence based approved activity. The FP will build in and engage external evaluators to support the evaluation processes, assisting with building measuring outcomes and building the evidence based practice. The FP will also provide clear guidelines, processes and resources to effectively capture data for the DSS Data Exchange. The FP has an in built mechanism of consultation built into the everyday practice; this ensures that all links with the community and services captures the strengths, weaknesses, gaps and opportunities. This knowledge can then be shared and early intervention and responsive action can be implemented in a coordinated and informed way. The FP provides solution brokering through knowing the community, being aware of emerging trends and potential issues, being the conduit between services and what is available and occurring for families in the region.

Priority Area One – Healthy young families

Supporting parents to care for their children before and after birth and throughout the early years.

This priority area aims to connect children and families to services, support children and families to learn and share knowledge, build peer support and stronger relationships, reduce isolation, empower families and increase parenting capacity to improve the lives of children.

Findings from the consultation have highlighted the need for support for the health and wellbeing of children before birth and throughout the early years. This included fathers and young parents requesting support with preparing for baby, financial planning and debt reduction. Activities will address these identified needs by focussing on physical and mental health during pregnancy, becoming a father and what to expect, attachment with a focus on fathers and their child and healthy relationships ensuring safe and secure home environments for children.

Activities will include supported playgroups, enabling families to learn alongside one another and providing access to support and resources from not only professionals but also their peers, in a safe and welcoming environment. Having access to services and like families, opportunities will be provided to gain knowledge and strengthen skills in the importance of attachment, children's early childhood neurological development and early childhood developmental needs to ensure a holistic approach to overall family health and wellbeing.

Specific young parent activities, workshops, information, and resources will continue to be supported, providing a targeted response to the needs raised by this target group. Sector support and upskilling focussing on working with young families will be provided to broaden community knowledge, support effective referral pathways and to promote an integrated approach when working with young families. Opportunities will also be provided to gain knowledge and strengthen skills in the importance of attachment, children's early childhood neurological development and early childhood developmental needs to ensure a holistic approach to overall family health and wellbeing.

After hours and weekend activities, information sessions and workshops will be delivered, providing opportunities for fathers and significant males in children's lives to build social connections, friendships and networks. Connection to services and access to support around parenting strategies, the importance of child father attachment, what's on and available for children and families and communicating and playing with their children will be available locally in father inclusive environments.

By focussing on this priority the Facilitating Partner will engage specific services and supports, building and strengthening partnerships with the expert services in engaging young families and fathers.

Key stakeholders include Children, Families, Non-Government, Local, State and Federal Governments including the Lyell McEwin Hospital, services and businesses, Dad's and Young Parents, Fatherhood Workers, Centrelink – Supporting Families and MY Health.

Priority Area Two – 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.

This priority area aims to strengthen knowledge, service response and build capacity across the sector to ensure families have access to information that supports parenting capacity and child development knowledge. A focus on increasing whole of family wellbeing and resilience by supporting and strengthening family functioning, implementing strategies, support sector and community education and understanding of parenting and living with mental health challenges, trauma, drug and alcohol addictions, and relationship breakdown including domestic and family violence. The engagement of services and community around these topics will improve service response, reducing social isolation and increasing parenting capacity through better children parent attachment and child focussed parenting choices that ensures children are secure and safe within the family home. Families will be engaged in opportunities to enable them to increase their understanding of parenting styles and routines, including exploring children's nutrition, cooking, sleeping patterns and healthy life choices, linking this to children's behaviours.

The City of Playford demographics highlight that community members rated their own health and wellbeing much lower than SA's community ratings, indicating that physiological distress, smoking, obesity and chronic disease were the critical factors impacting on their health. A 2007 – 2008 National Health survey utilising the Kessler Psychological Distress Scale-10 supports community's perceptions with the findings indicating that a large segment of Playford residents had very high levels of psychological distress. The AEDC results found that an increased number of children compared to the 2009 data were vulnerable in all domains, with high levels of vulnerability in the suburbs of Elizabeth/ Elizabeth Park, Elizabeth South, North, East, Downs and Grove as well as Davoren Park, Smithfield and Virginia and surrounds. Areas of disadvantage also were found within high unemployment statistics and the collapse of major manufacturing giant GMH adding to community and family stress due to the financial impact.

The facilitating partner will act as a conduit between adult focussed services such as Northern Domestic Violence Services, Adult Mental Health Services, Emergency Assistance and other financial support services, housing, drug and alcohol and gambling services to work in partnership with Communities for Children partners and other child focussed services ensuring knowledgeable and supported referrals occur and an integrated approach to working with families is applied. Professional development opportunities will be provided making strong links with organisations such as COPMI.

The facilitating partner will work with other organisations, sharing information from the consultation space to address areas and gaps for children, families and service providers and where outside of the Communities for Children scope, advocate and support appropriate responses.

Resources such as the CfC newsletter, the community and service provider database will be utilised to inform the community and services of the types of services and activities available with the aim supporting of increasing knowledge, reducing social isolation, and through participation in these activities increasing financial and physical health and wellbeing.

Whole of family and child focussed activities will be delivered after hours and during the school holidays. Workshops, and activities that will include camps will be provided and include topics such as attachment, parenting, routines, nutrition and cooking, positive parenting, looking at parenting styles with links to managing behaviours, family violence and abuse, child and parent focussed time where a parent has poor mental health and the child is the carer. In home support for families where mental health is a barrier to positive parenting and community participation, with links and support to respite and whole of family functioning strategies.

Key stakeholders for this strategy include Financial Services, Emergency Assistance, Adult Mental Health Services and Drug and Alcohol Services, COPMI, Families SA and CAMHS.

Priority Area Three – 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 that they can stimulate and promote child development and learning from birth.

This priority area aims to increase knowledge and promote the importance and benefits to parents/carers of children participating and engaging in early learning activities. The focus within this priority area will be to build parents confidence and understanding that they are their children's first educators and that their engagement within early childhood education settings increases children's learning and development. This priority area will support secure attachment and children developing interdependence, developing skills that will prepare them for school. Parents will have an opportunity to learn alongside their children and implement

learning within their home environment and work in partnership with professionals to increase the best outcomes for the child.

Early learning activities will be implemented through supported playgroups, place based activities, groups and workshops ensuring that an inclusive framework has been applied to ensure children with disabilities, including children on the spectrum are engaged. Utilising the CfC newsletter and databases, information and available services will be provided to increase knowledge and understanding of the importance of early childhood learning activities. The newsletter will continue to include links to resources and articles that provide information on home, early childhood settings to support positive school readiness outcomes.

Early learning activities will provide children and families with the knowledge and skills for being school ready, focussing on activities that support the development of language, gross and fine motor skills, socialisation skills, listening skills, following directions and interdependence skills including secure attachment between parent and child. Parents will develop an increased trust and preparedness for their children to attend an early childhood education setting, developing routines and supporting children's learning, learning through play and engaging and learning alongside their children and supporting this learning within the home setting.

Workshops and information will be provided to families on topics such as the National Disability Insurance Scheme, reading to children from birth, speech and occupational support and links, using play, music and movement and engaging speakers such as Mark Le Mesurier – What's the Buzz, Raising Beut Kids and Parenting Tough Kids.

The facilitating partner will work with adult literacy focussed services and educational settings to support the increased need as identified through consultation for adult literacy and numeracy in order to support their children's learning and development. The Facilitating Partner will coordinate regular Community Partner meetings where cross activity referrals will be encouraged and supported and areas such as strategies in engaging young families, fathers, aboriginal families and CALD families will be developed to ensure isolated families are engaged and connected with appropriate services and participating in early learning activities.

Key stakeholders for this strategy include educational and care settings, NDIS, Autism SA, Apserlutely Autosome, medical and health practitioners, Inclusive Directions, Governments and Non-Government agencies.

Priority Area Four – School transition and engagement

Support children and families to make smooth transition to school and work with local schools to assist children and families with their ongoing engagement with school.

This priority area aims to reduce transition and engagement barriers for children and their families, supporting children to successfully transition through their schooling life and families to be actively engaged in their children's learning.

As identified in the consultation section of this plan, feedback from community identified that barriers such as family circumstances, domestic violence, risk of homelessness, poverty, English as a second language, mental health and bullying were factors that impacted on children's successful transition and engagement at school. Specific consultation with new and emerging communities identified that families who had little or no English found it difficult to support their children through their schooling, being unable to provide homework assistance, unable to read school to home communication and form filling. Engagement and school partnerships were limited as communication was hampered by lack of translation supports or multi dialect speaking staff.

Some Aboriginal Families and services felt that in home supports would benefit families to address complex issues and break down education barriers that families had previously experienced.

Activities will engage children, educators and families to address the topics of bullying, friendships/ being a part of a group, utilising the arts, and after school activities and events for parents and children to build relationships within the schooling environment and provide skills for parents to be a part of parent committees, school board and working groups.

Activities will build resilience, self-esteem and confidence, with opportunities to participate in reference groups for services such as CfC. Children's reference groups will provide regular feedback for what's important to them, creating a platform for children's voices to be heard and informing service delivery responses. Skills such as public speaking, leadership skills, team work and problem solving will be provided. A focus on comradery, developing respect and understanding effective communication and the impacts of bullying will support the engagement of children and create supportive and reflective educational environments.

Programs such as Drumbeat, Rock N Water, Bringing up Great Kids and What's the Buzz will provide opportunities for children, those who work alongside children and parents/carers to increase their skills and knowledge to better support children as they encounter challenges throughout their childhood and into adolescence/adult hood.

The Facilitating Partner will support services in developing strategies and frameworks that are conducive to improving child and family engagement and in turn improve school attendance and children's learning outcomes. Knowledge and information will be shared across agencies to support the engagement of CALD and Aboriginal families. The latest research and resources will be disseminated to support the sector and where there are gaps in family support, the Facilitating Partner will advocate and work with and inform relevant bodies to develop strategies and responses.

Key stakeholders for this priority include the Burundian Association, Multicultural SA, key cultural leaders and Elders within the region and Aboriginal specific services and teams, education, home visiting service such as family support services and non-government agencies.

Priority Area Five –Child Friendly Communities

Create strong child friendly communities that understand the importance of early years and apply this capacity to maximise the health, wellbeing and early development of young children at the local level.

This priority area aims to engage all children and their families and the community in activities and within shaping the community. Everyone will be encouraged to be actively involved and provide feedback, voicing ideas that reflect the needs or desire for children growing up in Playford. Information, knowledge, upskilling will be provided to service providers and the community to broaden knowledge and understanding of the diversity of families within Playford and create a child friendly community where children are valued and respected. The Child Friendly priority area will explore and strengthen children, families and the community to further develop child friendly neighbourhoods, natural and play spaces and virtual spaces.

The child led consultation identified that children wanted to feel safe within the home and school environment, as well as wanting to be free to ride, skate, play in their neighbourhoods and in local parks. Consultation found that families and children wanted inclusive activities for all children regardless of race, religion and ability, that topics such as children being able to have access to creative outlets, sporting and physical activities and environments free from bullying was very important.

Activities will continue to build on learning and workshop opportunities where children and the community are trained in building and supporting child friendly communities and child led consultation. Materials and resources will be further developed that promotes and reflects the importance of safe and child friendly communities and clear messaging around valuing children and the importance of positive nurturing parenting.

Activities will provide opportunities for children to experience a range of experiences, including family excursions outside of the region highlighting different opportunities and child friendly spaces that could then be replicated and spark creativity in developing child friendly responses in Playford. Access to sporting, theatre, art, music and dance will be developed in partnership with as based and sporting clubs and groups. Special interest activities with links to scouts, girl guides, air cadets etc., will be supported and “come and try” and information and promotion of these activities will be provided.

The Facilitating Partner will continue to build on “outside the box” engagement strategies that utilise community events, school holiday activities and outside of hours and weekend activities to engage hard to reach families. These strategies provide an opportunity to engage families who have previously accessed these activities and are still regular attendees to activities and programs to participate in training and workshops, to be a part of parent reference groups, committee members and peer mentors for new engagement activities. This level of support and access provides child and community led development of programs and activities, ensuring that the types of services being delivered are child focussed and meet the needs of the community.

Providing training, support and clear communication pathways support community advocates of the CfC initiative, empowering community members with particular focus on children to promote and talk about what works for them and what they are involved in. Through this process we have seen parent groups develop into their own, no longer requiring CfC support and becoming an independent group who support one another and share information and in turn improves the lives, home environments and opportunities for children.

Key stakeholders that CfC Playford will build further partnerships with local businesses, early childhood, childhood and tertiary education bodies and not for profit organisations.