

# 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	Onkaparinga
FP Name	AnglicareSA
FP Contact Name	Sue Christophers
FP Contact Title	Head Social and Economic Wellbeing
Address	111 Beach Road, Christies Beach
State/Territory and Postcode	South Australia 5165

### Community Strategic Plan

<b>Date Communities for Children Committee agreed to Community Strategic Plan</b>	31 March 2022
<b>Name of Facilitating Partner Authorising Officer</b>	Sue Christophers
<b>Signature of Facilitating Partner Authorising Officer</b>	

### DSS Use

<b>Date of Submission to DSS</b>	
<b>Date of DSS approval</b>	
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:**

## **Key needs within the community –**

AnglicareSA is seeking to achieve the following key outcomes through the delivery of Communities for Children (CfC) in Onkaparinga:

Key outcomes are:

- Increased parenting capacity: parents form strong healthy relationships that will help children to feel loved, safe and secure to explore the world around them.
- Improved mental health and well-being for children and families: children and families improve their emotional competence, wellbeing, and resilience.
- Engagement with diverse cultural groups is strengthened: effective partnerships with local groups including the Aboriginal and Torres Strait Islander community are developed and maintained.
- Increased inclusion and access to supports for children: children who are most vulnerable are supported to participate in the program.
- Increased social capital: face-to-face community connections within the community is fostered.

To achieve the above-mentioned outcomes, Communities for Children FP will:

- Adopt a child-centred approach: ensuring that each child is seen as a unique individual with unique gifts and has agency to contribute to their community.
- Adopt a no wrong door approach: ensuring that no matter where a child/family enters the door, it is the right one. A range of services will be accessible to everyone from multiple points of entry.

A significant number of children and families we work with are at risk of poorer than average outcomes. According to the Australian Early Development Census (2018), 22.7% of children in Hackham West are developmentally vulnerable and 21.7% of children in Christie Downs are developmentally vulnerable: this is considerably higher than the state percentage of 10.8%. Furthermore, 26.4% of children in Morphett Vale are reported as developmentally at risk (Australian Early Development Census, 2018). In addition, the Population Health Profile of the City of Onkaparinga (2019) reported that the following areas had 50% or more above the metropolitan average of children and young people who were clients of Child and Adolescent Mental Health Service (CAMHS):

- Aldinga, Christie Downs, Hackham West, Huntfield Heights, Christies Beach, Seaford, Hackham, Onkaparinga Hills and Morphett Vale East and West.

Communities for Children Onkaparinga's community consultation with parents and service providers in Onkaparinga revealed a number of concerns as highlighted below.

The main challenges parents raised concerning children aged 0-12 (in order of concern,) are as follows:

- Anxiety
- Bullying
- Mental health issues
- Behavioural issues,
- Parental separation

- Lack of connection with their community; feeling isolated; friendships; difficulties with using of social media
- A lack of family routines such as sharing meals together; adequate sleep for children; difficulties within the home; challenges of parenting,
- Body image issues among 4-12 year olds,
- Affordability of cooking Nutritional food; accessing services such as allied health services including psychologists, speech therapists, barriers to disability diagnosis due to service wait list
- Poverty, cost of living and housing/homelessness
- Affordable programs for all children particularly for those with extra needs

Both service providers and parents raised concerns regarding anxiety and mental health issues experienced by both young children and families alike. This is consistent with existing research. According to the Young Minds Matter: The Second Australian Child and Adolescent Survey of Mental Health and Wellbeing (2013) mental health disorders are among the most common and disabling health conditions affecting children and adolescents: the survey found that almost one in seven (13.9%) of 4-12 year old were assessed as having mental disorders in the previous 12 months.

The following strengths, assets and opportunities (as highlighted by the community) could be further developed as follows:

- A strong business base working together to support children and families within our local sport and recreation, schools and kindergartens
- The Child Friendly Business Awards creates opportunities to work collaboratively with CfC to provide school holiday activities for children and raise awareness of the importance of building strong child friendly spaces within the community.
- The proximity of beaches, natural waterways, open outdoor spaces and libraries offering access to free/low-cost activities creating opportunities to bring children and families together raising the awareness of the benefits of being in nature, services available for children and hosting opportunities to hear the community stories from our First Nations leaders.
- The CfC databases, newsletter and Facebook page , are important local resources that will increase the CFC reach into the broader community sharing activities, programs and relevant community information.

Further, service providers reported from their perspective that the key strengths of children and families they worked with were as follows (in order of highest strength):

- Resilient
- Resourceful
- Supportive of others
- Encouraged others to go to activities or events
- Shared information
- Have significant people in their lives to support them
- Connected to the community

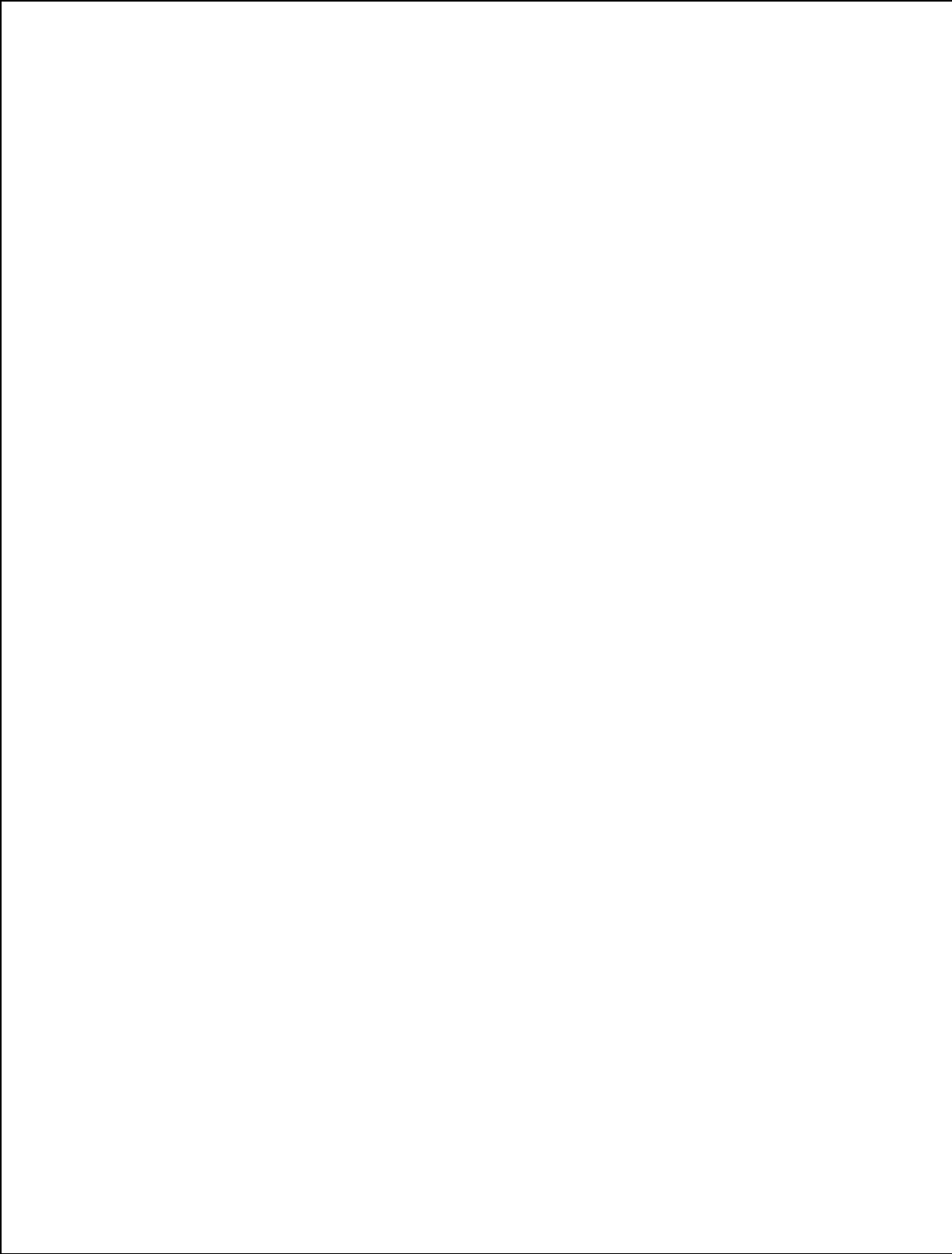
### **Current service and service gaps – guiding questions**

- If there are gaps in existing service provision, what are they?
- How will you address those gaps?
- How will the CfC FP program interact with other programs and services?

Communities for Children FP through our consultation identified the following gaps in service delivery:

- No activities in the suburb of Seaford Meadows. : CfC FP will raise with the local Seaford Service Network, City of Onkaparinga Community Development team and the CfC Community Partners to plan and collaborate on providing activities and events within the Seaford Meadows community.
- Distrust of Services and fearing their children being taken away from them if they seek assistance through food banks or Emergency Assistance programs.: CfC FP will work with the Emergency Relief Network, Southern Community Services Network and the local Children and Family Services to find a solution to this issue. The CfC FP will update the Emergency Assistance and Free Community Meal information in a Child Friendly Way and distribute to the community. .
- A lack of suitable housing resulting in many families living in caravans, cars, hotels/accommodation, or couch surfing.
- A lack of accommodation with suitable cooking facilities for families reducing food security and the provision of nutritional food for children and families: CfC FP will collaborate with services such as Towards Home Alliance, Community Centres and networks such as Southern Homelessness Action Group to find local solutions.
- Parents feeling confident in their role as parents, opportunities for parents to meet others to be able to share experiences and learn from each other:: CfC will share parenting information using their newsletter, data base and Facebook page to increase parents' knowledge of children's development and parenting tips. We will engage the Under 5s network to continue to collaborate in creating opportunities to bring parents together in a safe space to share experiences and gain confidence in their parenting.
- Insufficient health services: Wait lists for allied health services such as speech therapists, mental health support, occupational therapists and psychologists (including for NDIS reports and reviews)
- Difficulties connecting with the NDIS particularly when needing to navigate the process: CfC will invite NDIS to attend Community Partner and Consultative Committee meetings increasing the participants knowledge to share the information with other families and host community sessions as part of our Regional Development program.

Communities for Children Onkaparinga will continue to work collectively with diverse stakeholders including (but not limited to): the City of Onkaparinga Council, network partners, Community Partners, non-Government organisations, the three levels of Government, youth centres and children's centres. Please refer to Section 6: Key Stakeholders for further details.



### 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.**

### **Guiding questions**

- Who in the community will you engage with? (giving consideration also to the groups described under Section 2)
- Why are you engaging with them?
- How will you ensure their ongoing involvement/participation?
- Do you foresee any particular challenges or barriers in engaging with particular groups (e.g. children)? What strategies will you use to address these challenges?
- Considering the impacts of Covid-19 and other local contexts (i.e. bushfires / flooding), will there be new or modified ways of engaging with the community?

Communities for Children FP will engage with children and their families within the CfC Onkaparinga site - particularly the most vulnerable children and families living in areas such as (but not limited to) Christie Downs, Hackham West, Seaford Meadows and Huntfield Heights. We aim to target those most at risk of poorer than average outcomes (as noted in Section 2).

Communities for Children FP will ensure ongoing engagement of children and families by building and maintaining strong relationships with schools, children centres, libraries, the Department of Child Protection (DCP), community centres and other services. Working in collaboration with diverse community stakeholders will ensure that (where feasible) we integrate our service models; also, such partnerships will ensure families are aware of, and can easily access, available support services.

Communities for Children FP does foresee some challenges regarding engagement. For example, children and family's distrust of agencies and government departments is often a barrier to engagement. During our community consultation, some of our most vulnerable families reported that they are afraid to come forward when they are struggling because they fear "the system" might take their children away; consequently, children are not receiving the support they need. As part of our no wrong door approach, Communities for Children FP will build relationships with service providers who have strong relationships with many families such as at a local primary school or within a local service provider to find ways to bring the services to where families feel safe to visit to get the support they require and to engage in activities.

The success of CfC is the ability to provide activities in communities where they are needed most. Communities for Children will encourage Community Partners to create more opportunities for participation in the CfC programs for our most vulnerable children through working collaboratively with stakeholders who work with families such as DCP, schools, children's centres, domestic violence services, Aboriginal controlled organisations and homelessness services.

Over the past two years, Community Partners within the CfC Onkaparinga site have found new and innovative ways, such as using their Facebook page as a medium to host playgroup sessions for the families, reading stories, singing songs, hosting puppet shows or hosting a session each week online with the parent and child in an outside setting to encourage attachment and opportunities for practicing routines and encouragement for children etc., to engage and deliver their programs to children and their families in response to COVID-19. Some Community Partners have found these modified ways have allowed for family members who may not normally have participated in the program due to normally being at work or away for work to do so and have continued to build these modifications of some online experiences and opportunities into their service delivery model.

Communities for Children will continue to increase the participation of businesses in the Child Friendly Charter and Business Awards - held each year as part of the Communities for Children Child Friendly Business Awards; we also aim to increase the participation of community members in the nomination and voting process. Many of these businesses support and engage with children and their families through school holiday or after school activities.

Communities for Children is committed to listening to the voices of children and ensuring they participate in the decision-making process. Strategies include but not limited to:

- A Children's Whats Important to Me Art Exhibition, held annually, (in collaboration with other SA CFC sites) will be one of the tools used to engage children within our community so we may understand what is important to them. This initiative encourages children to be part of the entire process including the development of the Communities for Children State-wide calendar theme, the overarching design as well as contribute to the jokes and activities that are included in the annual calendar.
- Children will be encouraged to take leadership in the development of a Child Friendly activity. CfC will identify and support a group of young people to come together to identify and work on an activity that can be delivered several times throughout the year, such as a young entrepreneurs children/youth market within in the Onkaparinga site.

Information sharing, ongoing community consultation and ensuring we capture community feedback will be facilitated as follows:

- Our ongoing forums with our Community Partners will facilitate the sharing of information, collaboration in community activities as well as provide feedback on processes, challenges and opportunities for change.
- To better understand the needs of First Nations People, CALD, LGBTIQ+ communities and people living with disabilities, CfC will facilitate opportunities to consult with and share ideas to assist with the development of future activities.
- The ongoing development of our Community and Service Providers database, Facebook page and quarterly newsletter will ensure the effective and efficient delivery of information regarding activities and services to families and those providing the services; it will also encourage feedback from the families and children.
- CfC will continue to find new and different ways to listen to the voices of children so we may understand what is important to them, hear their ideas and suggestions for activities and programs, and obtain their ongoing feedback.
- One of the gaps that CfC has identified is suitable evaluation tools that translate well into the Score reporting system particularly in reflecting well the participants outcomes and satisfaction including their thoughts on continuous improvement opportunities. Consequently, we are currently working with Flinders University to develop an outcomes framework that will assist with the gathering of outcomes and client satisfaction data.

The CfC Consultative Committee will continue to meet on a regular basis over the life of the initiative. Community Members will continue to play an integral role within the committee by promoting the program to other community members and service providers and in sharing their time, experience, skill and knowledge to the ongoing development of the initiative.

We have continued to engage with children and families throughout the impacts of Covid 19 on the delivery of services within the community by providing online workshops and activities, development of weekly activity packs and resources for children and families and regular updates of services available throughout this time to name just a few.

We will continue to modify how we do things to ensure we engage the community in a meaningful way.

*(Up to 800 words)*

#### **4. Service Area Vision**

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

Communities for Children vision for our service area is:

Working together to build a happy, stronger and inclusive community where:

- Parents are supported to provide a positive, stimulating, safe and secure environments for their children
- Children and young people experience increased emotional wellbeing, a sense of identity, a healthy self-esteem, feel connected and experience healthy and positive relationships.
- Young children are engaged in early learning opportunities and experience positive school transitions.

Our vision encompasses the information gathered through the community consultation. By adopting a whole of community approach, AnglicareSA ensures that the CfC Onkaparinga strategies and activities work towards maintaining a community that welcomes, values and celebrates diversity. CFC Onkaparinga provides flexibility to encompass emerging and targeted needs connecting First Nations People, vulnerable and disadvantaged families and their children into the community.

The Facilitating Partners objectives are as follows:

**Healthy Young Families:** To create opportunities that support and increase the capacity of parents/carers to provide quality care and development opportunities for their children before and after birth and throughout the early years.

**Supporting Families and Parents:** To continue to build a community that better supports all children and their families, providing opportunities to improve family functioning, increase knowledge and skills related to child safety, family safety and child development, strengthen relationships and develop resilience. Supporting parents understanding of the importance of stable, positive, stimulating, safe and secure and loving environments to enrich their children's lives.

**Early Learning:** To promote enhanced play and learning experiences to support families and children in their communities. To create environments that enables and supports parents to stimulate and promote child development and learning from Birth to ensure children reach their full potential, Activities will provide the opportunity to identify and support children at risk or poor outcomes, build capacity within the community to ensure activities are inclusive of all children.

**School Transition and Engagement:** To ensure families have information that better supports them to make decisions regarding their children's early learning experiences and ensure families have the skills and knowledge that support children to make a healthy transition to school and through their schooling. Working with local schools to support the engagement and building of capacity of children and their parents, ensuring children have the skills to be successful such as routines, regular on time attendance, numeracy and literacy problem solving skills to manage emotions and create healthy relationships.

**Child Friendly Communities:** will continue to create communities that recognise the importance of environments that are inclusive, supportive of all children and their families. Valuing and building capacity of children, parents, the community, agencies and organisations to hear and act on children's voices and increase their participation in all aspect of the community.

The engagement of the whole community will continue throughout the life of the Initiative, maintaining relationships and continuing to increase the skills base and knowledge within the community.

## 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.

### ***Communities for Children Evaluation project:***

Communities for Children is currently working with Flinders University to develop a rigorous and purposeful evaluation tool to collect information and measure the outcomes for CfC children and families over time. The evaluation tool will take into account the Families and Children Activity Framework, the Communities for Children Facilitating Partner objectives and the Department of Social Services Score in Data Exchange.

Communities for Children will work with Flinders University to develop resources to support the evaluation processes, assist with building resources and capacity via training and knowledge for evaluation and strengthening evidence base practice. Communities for Children will also continue to provide clear guidelines, processes and resources to effectively capture data to be added onto the DSS Data exchange.

## **Priority Area One: Positive parent child relationships**

This priority relates to:

- Objective: Healthy Young Families: Supporting parents to care for their children before and after birth and throughout the early years
- Outcomes: Family relationships flourish and Children and Young People thrive.

This priority area aims to increase parenting capacity to develop strong healthy families. It aims to assist parents to form strong relationships that will help children to feel loved, safe and secure, and to build resilience.

Caregivers can include biological, adoptive or foster care parents, single parents, step-parents, older siblings, young parents and other relatives who play a meaningful role within a child's life.

Throughout the community consultation process, parents reported they wanted a program that would:

- Show them how to support their young children when they experience meltdowns, have trouble sleeping and settling, toileting, and help with fussy eaters
- Help them understand the developmental ages and stages from birth to age 13.
- Assisting parents with the skills and confidence to assist children experiencing "big" emotions to understand them and have tools to manage them in a healthy way.
- Support them with postpartum depression and anxiety
- Assist them to understand how to support each other in their parenting role.
- Provide appropriate cultural services for young parents and their children
- Offer up-to-date information regarding where to seek support

Research shows that the first 1,000 days of a child's life from conception to aged 2 is important as it shapes the child's development and wellbeing. Not only is it important that they progress physically but this time is also vital for their brain development. In addition to this, relationships, experiences, and the environment they are exposed to influences their maturity and how they handle stress and challenges later on in life.

In light of the above, parenting activities will be implemented throughout the CfC site that will develop confidence in parenting and increase parents' understanding regarding the importance of early childhood, play, attachment and the developing brain.

These activities will aim to increase parents' knowledge about childhood development, milestones, ages and stages, helping their young children to learn how to manage a full range of emotions. The activities will also create community connections for families, assist parents to understand how to support each other when they become parents and develop supported referral pathways. Activities will be held at different times during the week to be inclusive of the needs of working parents.

Success in this priority area will be evident by:

- increased confidence and self-efficacy in parenting
- children demonstrating increased social and problem-solving skills
- children experiencing secure attachment and parents understanding what a secure attachment between parents and child feels and looks like

Communities for Children will use a multi-pronged strategy to meet this priority including:

- Direct funded service delivery
- Delivering workshops such as Circle of Security at varying times during the day and evening so those parents who work including dads can attend.
- Activities will be widely advertised including via the CfC FP Facebook page and the quarterly newsletter
- Increasing the capacity of service providers within the site to ensure quality service delivery

Communities for Children will adopt the no wrong door approach to service delivery. CfC FP and Community Partners will ensure that children and families are provided with information and are aware of activities, programs, sports and social opportunities within their community, and where appropriate, are connected with relevant services.

CfC FP will continue to build relationships with service providers and community members within the site to ensure that activities are relevant and delivered in a timely manner. The CfC Consultative Committee will be further expanded to ensure that the voice of families, CALD community members and First Nation Peoples continues to be heard through the committee.

Continuing to work with the schools, Children Centres and our local First Nations and CALD communities will assist us to co-design activities that meet community need and increase community participation.

The stakeholders that will be critical for success will be Nunkawarrin Yunti of South Australia, Neporendi, Aboriginal Community Centre Children's Centres within our site, Under Five Network, Child and Family Services and state government, local council services such as libraries and other non-government organisations.

*(Up to 800 words)*

## **Priority Area Two: Building strong healthy relationships and wellbeing within families**

This priority relates to:

- Objective: Supporting families and parents: Support families to provide children with secure attachment, consistent discipline and quality environments that are stable, positive, stimulating, safe and secure.
- Outcomes: Children and young people thrive and Family Relationships Flourish

This priority area aims to support children, their parents and carers by strengthening family relationships; it also aims to support children and their families by increasing communities' understanding of the importance of good mental health and wellbeing. This priority area seeks to reduce social isolation and provide opportunities for families to participate in the community.

Throughout the community consultation process, parents reported that they wanted a program that would:

- Help build resilience in children
- Support parents with appropriate boundary setting as children grow and develop relevant to their developmental stage
- Assist parents to recognise, understand and manage their own and their children's emotions
- Assist children as they grow to regulate their emotions and manage the experience of a strong emotion and respond in a healthy manner. The Tuning into Kids program was mentioned as a great program to have within the site for parents to access.
- Effective early intervention to keep children healthy both physically and mentally and develop increased wellbeing support by connecting them to their local community, creating a sense of belonging, developing their competencies, help them understand how they can make a difference and encourage good physical health in a facilitated way.
- Help parents to improve their communication and listening skills with children,
- Provide inclusive programs that support children with disability, autism spectrum disorder children (with different activities for girls and boys) siblings who are often carers for their siblings, and LGBTQIA+ children who identify as non-binary or trans children to reduce their social isolation, normalise their experience, improve their connection to other children and families, their community and local supports.
- Offer up-to-date information regarding where to seek support (including how to access the NDIS)

In light of the above, activities will be implemented that aim to increase parents' knowledge about childhood development, milestones, ages and stages; activities will also facilitate supported referral pathways and community connections for families. Activities will also support parents to help their children learn how to manage a full range of emotions. Supporting self-regulation development in childhood has been proven to be an investment in later success, because strong self-regulation predicts better performance at school, better relationships with others and fewer behavioural difficulties. Across this priority area children will increase their capacity to cope and know where to go when they require extra support.

A range of inclusive programs for children will be implemented such as: school holiday activities and after hours activities. Young people will be linked to sporting and social groups to encourage engagement in social, physical and self-care activities. Activities will

also be designed to support children living with disability and young carers within our community.

Success in this priority area will be evident by:

- Children developing a strong sense of identity
- Children experiencing a strong sense of connection with social activities and the community
- Parents are confident in their parenting role and practices.
- Children enhancing their coping strategies, empathy and cooperation skills
- Communities becoming more inclusive of children
- Access to information, parenting resources, programs and helplines

Communities for Children will use a multi-pronged strategy to meet this priority including:

- Delivering specific workshops such as Circle of Security and Bringing up Great Kids to support parents in their parenting role
- Direct funded service delivery
- Capacity building workshops for children, parents and local service providers
- Providing information to Community Partners and other services so children and families are referred to services/activities in the community
- Targeted advertising of events and relevant parenting information via Community and Service Providers Database, the CFC FP Facebook page and the CfC FP newsletter

Communities for Children will draw on its extensive network across Onkaparinga to deliver the activities in this priority area; for example, we will continue to work with the Southern Community Services Network which includes adult services such as drug and alcohol services and adult mental health services.

The key stakeholders that will be critical to engage for success include disability services, non-government organisations, LGBTQIA+ services, and autism spectrum disorder support services.

*(Up to 800 words)*

### **Priority Area Three: Positive mental health and wellbeing**

This priority relates to:

- Objective: School transition and engagement: Support children and their families to make a smooth transition to school and work with local schools to assist children and families with their ongoing engagement.
- Outcomes: Children and young people thrive and Adults are Empowered

This priority area aims to provide parents with the knowledge, understanding and skills to support their children through key transition points and to maintain engagement with education settings; it also seeks to improve children's mental health and wellbeing and promote their community engagement.

According to the Population Health Profile of the City of Onkaparinga (2019), the following areas had 50% or more above the metropolitan average of children and young people who were clients of CAMHS: Aldinga, Christie Downs, Hackham West, Huntfield Heights, Christies Beach, Seaford, Hackham, Onkaparinga Hills and Morphett Vale East and West.

Further to the above, Communities for Children community consultation revealed a number of challenges children experience including anxiety, mental health issues, low self-esteem, stress, LGBTQIA+ children experiencing confusion as their gender is incongruent with their biological sex, , bullying, negative self-talk, unhealthy relationships, and body image issues in children aged 4-12.

In light of the above, we will deliver activities to support children to develop resilience, create healthy relationships and manage big emotions. Activities will specifically target children at risk of disengaging from school. Activities will be delivered through groups and school holiday programs focussing on topics such as positive body image, gender diverse groups, how to develop healthy relationships and general life skills. In addition, programs such as Rock n Water, Peaceful Kids, and Respect Communicate Choose will provide opportunities for children and those who work alongside them including parents to increase their skills and knowledge to better support children as they encounter challenges throughout childhood and into adolescence.

Providing platforms for children's voices to be heard will be prioritised: children will be provided with opportunities to discuss and explore key issues affecting them and connect with the boarder community using different modalities such as music, art and poetry.

Children will also be encouraged to take the lead and design parts of or whole activities. It is hoped that by developing leadership skills children will achieve success within the classroom. Activities focussing on children's' leadership will continue to be provided through schools, recreation, youth and community centres.

Success in this priority area will be evident by:

- children experiencing positive mental health and increased self-esteem
- children experiencing a healthy body image
- children developing and maintaining healthy relationships including friendships
- children experiencing positive engagement in education
- children participating in decision making

Communities for Children will use a multi-pronged strategy to meet this priority including:

- Direct funded service delivery
- Delivering programs that build image resilience in children aged 4-12, increase self-esteem and improve their mental health
- Delivering programs that address bullying: Working alongside other programs and agencies, Communities for Children will engage speakers with lived experience such as the Carly Ryan Foundation and the E Safety Commissioner to help children and families understand the effects of bullying (including cyber bullying), what to do about it and ways to keep yourself safe.
- Promoting mental health issue (e.g., participating in Mental Health Awareness Week)
- Delivering workshops to improve the capability of service providers, sporting clubs and community members to have what it takes to support and strengthen children at the time when they seek support such as Emotional CPR, Mental Health CPR and ASSIST Suicide Prevention.

Communities for Children will work with the local community to explore the opportunity to develop a program utilising natural spaces (e.g., local beaches and conservation parks - noted as community assets in Section 2); in this regard we will work with sporting clubs, surf schools, surf lifesaving and sailing clubs, Just Listening and Head Space. Participating in outdoor activities would be beneficial for children struggling with anxiety, sadness, low moods, or an inability to concentrate (affecting their ability to engage with school). Moreover, engaging in an outdoor physical activity such as surfing will also improve overall wellbeing including physical and mental health.

Key stakeholders for this priority area include youth centres, Headspace, Just Listening, the Smith Family, Junction Australia, CAMHS, schools, sporting clubs, Carly Ryan Foundation, E Safety Commissioner, surf lifesaving clubs, Christies Sailing Club, and the Centre of Research Excellence to promote Safer Families.

*(Up to 800 words)*

#### **Priority Area Four: Support secure attachments and connection**

This priority relates to:

- Objective: Early learning: Provide access to high quality affordable early learning experiences in the years before school, early identification and support for children at risk of developmental and behaviour problems; assist parents with ways that can stimulate and promote child development and learning from birth.
- Outcomes: Family relationships flourish and Children and young people thrive

This priority area aims to provide parents/carers with the skills and knowledge to ensure secure attachment; it will assist children to develop resilience and prepare them for entry to early childhood settings. This priority area seeks to ensure children are supported through critical transition stages including school readiness.

Throughout the community consultation process, participants reported a need for the following:

- Groups and/or activities for children aged 0-5 to continue throughout the school holidays
- Safe space for parents to come together to share experiences and learn different ways to support their children
- Different types of playgroup experiences such as nature play, dads' playgroups (with a support worker for dads), specialised play groups for children with disabilities, specific autism spectrum disorder and those who feel their child doesn't fit or wouldn't be accepted by a mainstream group perhaps due to behaviour or difference.
- Addressing the lack of children's programs and activities in Seaford Meadows
- Addressing the long wait lists for children seeking support services through NDIS
- Information regarding services and activities within local communities

Communities for Children will work to address the above in order to meet community needs drawing on existing community assets and relationships. For example, as a member of the Under Fives Network, we will continue to disseminate information to the community regarding services and activities: this will include school holiday activities specifically for children aged 0-5 (which has become a much-loved program in our community evidenced by the feedback we received from those who attended the recent school holiday activity.) Further, school holiday activities will be delivered utilising various community assets as noted in Section 2: for example, two outdoor events will be held during the holidays working in collaboration with the local Children Centres, the City of Onkaparinga Community Development team, community centres, HIPPIY Onkaparinga (a two-year home-based early learning and parenting program) and libraries.

Success in this priority area will be evident by:

- community members and families have the information they need to connect with services
- positive parenting/caregiver relationships are developed
- parental confidence and attachment is enhanced.
- An increase in parents engaging in their Children's learning
- Early identification to identify and provide early supports to children at risk of poor outcomes.

Communities for Children will use a multi-pronged strategy to meet this priority including:

- Direct funded service delivery
- Dissemination of information via Community and Service Providers Database, the CFC FP Facebook page and the CfC FP newsletter: information will relate to community needs and focus on issues such as the importance of developing routines; early learning and socialisation opportunities through local playgroups; how to access the NDIS.
- Targeting isolated families: Communities for Children will facilitate collaboration between Community Partners and other organisations and services, community settings, kindergartens and Children centres to identify those communities where families have indicated that they are isolated with young children. This will enable the collaboration of service providers to provide early childhood development opportunities including those focussing on numeracy and literacy and play and learning experiences at a local street level within targeted neighbourhoods.

Key stakeholders for this priority area include: Community Partners, community centres, libraries, schools, non-government organisations, City of Onkaparinga Council, Children's Centres and kindergartens.

*(Up to 800 words)*

### **Priority Area Five: Inclusive communities**

This priority relates to:

- Objective: Create child friendly communities that understand the importance of the early years and apply this capacity to maximise the health, wellbeing and early development of young children at the local level.
- Outcomes: Communities are cohesive and Children and young people thrive

This priority area aims to support strong connection to culture and enhancing mental health and wellbeing. Wellbeing includes good physical health, feelings of happiness, satisfaction and successful social functioning. Wellbeing is important as it influences the way children interact in their environments; a strong sense of wellbeing provides children with confidence and optimism which maximise their learning potential.

Activities delivered within the site will build the capacity and feeling of belonging and connection in the community including sporting clubs, community centres, groups such as scouts and external social environments to enable the inclusion of all children.

The CfC FP will continue to raise the profile of the importance of creating and promoting child friendly environments that encourage child inclusion and provide experiences that best meet the need of the children and their families.

Businesses will continue to be engaged across the Onkaparinga region to increase their understanding of the importance of creating environments that support children as valued citizens.

The Child Friendly Business Awards will continue to gain momentum with Community members engaged in all facets of the Child Friendly Business Awards activities through nominating businesses within the City of Onkaparinga, voting for the most popular business to win a Child Friendly Business Award.

Allowing children to experience how to be part of a community within the safety of the family creates connections and a support system that will serve them for the rest of their lives. Being connected into a community teaches children many things. Communities can generate a feeling of belonging to a time, place and culture. It can provide opportunities to learn new things, provide opportunities to share their skill and knowledge learn how to communicate with a variety of people of all ages, creating networks around children that are safe. Community and Social connections have been shown to assist in increasing confidence and self-esteem.

During our community consultation, participants expressed a need for the following:

- Creating a culture around food and conversation: developing programs where families can learn how to cook nutritional food on a budget while sharing a meal and a yarn in a safe non-judgemental way.
- Additional LGBTQIA+ social groups for children and families.
- Deepening respect for and appreciation of Aboriginal and Torres Strait Islander people and their culture
- Promoting Aboriginal and Torres Strait Islander culture to non-Indigenous children
- Ensuring all children, no matter their circumstances, have the opportunity to participate in the community including children with disability, those living in residential care, children with families in conflict and Aboriginal children.

Success in this priority area will be evident by:

- Children and families are receiving the support they require through connection to appropriate services,
- Children begin to experience a greater sense of belonging and learn about being part of a community.
- Increased connection to country and knowledge of culture

Communities for Children will use a multi-pronged strategy to meet this priority including;

- Direct Funded Service delivery where appropriate
- Child Friendly activities such as the Child Friendly Business Awards
- Children's voices Art Exhibition and Calendar
- School holiday activities
- Lunchtime or after school meet and greets in the street or identified areas in community and collaborating with local service providers
- Community workshops such as cooking on a budget, budgeting and how to shop on a tight budget
- Service provider workshops that will build and maintain cultural understanding, respect and competency.

Key stakeholders for this priority area include: local businesses, non-government organisations, community centres, City of Onkaparinga council, Neporendi Aboriginal Community Centre, SAPOL, Headspace, Rotary, Housing providers, Towards Home

Alliance, AnglicareSA services such as Thread Together, Emergency Assistance and Financial Counselling

*(Up to 800 words)*

## 6. Key Stakeholders

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

Stakeholder	How the stakeholder will be involved
<i>Please provide details of key stakeholders that will need to be engaged as part of the CSP</i>	<i>How will the stakeholder be involved? What benefits does this partnership or engagement have on supporting the delivery of services and achieving outcomes for families and children?</i>
City of Onkaparinga Council	The City of Onkaparinga Council provides a number of ongoing programs and activities within the CfC site; their expertise and knowledge of the community and support with accessing sites and permits is important for the delivery of services. The community centres, youth centres and libraries are an important link in the community (e.g., the Children's Voices Art Exhibition at the Woodcroft Library).
Mental health services	These services will provide their experience and expertise with working with young people in the area of positive mental health and wellbeing to assist with the development of activities as required.
Sporting , Surf lifesaving and Sailing clubs	Working in collaboration with the sporting groups within our communities to provide school holiday come and try days, share their expertise and support children and young people gain confidence and learn new skills, be healthy a fit and connect to others within their communities.
Non-government organisations	Various non-government organisations will be engaged: we will work collaboratively in community activities and events; we will refer clients as required for their specialised supports; they will provide various services, support and information to the community.
Childrens Centres	Engage the local Childrens centres in collaborating together to plan, promote and deliver local community events and activities. Provision of activities for children engaged in the site, share information and referral support.
Schools	Provide opportunities for programs and activities to be delivered in the schools across the CfC site. Communities for

Stakeholder	How the stakeholder will be involved
	Children will engage schools in the Children's Voices Project.
First Nation Services	Engage with children and families to increase their knowledge of the Kaurna language and cultural stories. Collaborate together to deliver community events and activities.
Businesses	Support CfC by providing expertise and provision of children's programs within the greater community. Business will engage with the Child Friendly Business Awards program.
Homelessness services	Working together to support children and families within the homelessness/housing services who are some of our most vulnerable families and often living in unsuitable places. Build relationships with families to support referrals to CfC activities and events and gaining support for the families through referrals to other services within the community as required.
Department of Child Protection	Work together to support children who are under the Guardianship of the Minister.
Disability services	Work together to better support children living with disabilities and their families/carers. They will provide specialist information and support services for children and families.
Networks such as Under 5's and Joining Hands and Minds	Networks are extremely important as they comprise a range of service providers who are able to provide expertise and supports for programs and activities and who work together to find collective solutions to local issues as they occur.
Government Departments	Their subject matter expertise will be beneficial to service delivery and resources.
Communities for Children Consultative Committee	The committee will continue to meet four times a year to provide input and expertise on CfC program development and oversee implementation. The Committee will provide support as required for community activities.

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

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

Data source	Most recent	Author/Source	Smallest geographical area covered	Main topics covered	Website
<b>State datasets</b>					
VicHealth Indicators	2015	VicHealth	LGA	Health and wellbeing of Victorian adults	<a href="https://www.vichealth.vic.gov.au/programs-and-projects/vichealth-indicators-survey-2015">https://www.vichealth.vic.gov.au/programs-and-projects/vichealth-indicators-survey-2015</a>
Victorian Population Health Survey	2018	Better Safer Care	Dashboard data at Dept. Health Region and PHN level	Health and wellbeing of Victorian adults	<a href="https://www.bettersafecare.vic.gov.au/reports-and-publications/vphs2018">https://www.bettersafecare.vic.gov.au/reports-and-publications/vphs2018</a>
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	<a href="https://www.education.vic.gov.au/about/research/Pages/vcamsindicator.aspx">https://www.education.vic.gov.au/about/research/Pages/vcamsindicator.aspx</a>
Domestic violence (NSW)	2020	NSW Police Force	LGA	Domestic violence incidents	<a href="https://www.bocsar.nsw.gov.au/Pages/bocsar_pages/Domestic-Violence.aspx">https://www.bocsar.nsw.gov.au/Pages/bocsar_pages/Domestic-Violence.aspx</a>
School attendance (Queensland)	2019	Queensland Education Dept.	School	School attendance	<a href="https://qed.qld.gov.au/publications/reports/statistics/schooling/students">https://qed.qld.gov.au/publications/reports/statistics/schooling/students</a>
School attendance (South Australia)	2019	South Australian Education Dept.	School	School attendance	<a href="https://data.gov.au/dataset/ds-sa-6ace352b-1329-4054-a849-9ef26b88ce6f/details?q=school%20attendance">https://data.gov.au/dataset/ds-sa-6ace352b-1329-4054-a849-9ef26b88ce6f/details?q=school%20attendance</a>
“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.	<a href="https://mappingthepotential.cssa.org.au/">https://mappingthepotential.cssa.org.au/</a>