

Better Start Better Future

Early Childhood Strategy 2012-2016





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Executive Summary

Mandurah is sustaining rapid long-term growth and this growing community is facing a number of social and economic barriers. The release of the Australian Early Development Index (AEDI) in 2009 highlighted the number of children in Mandurah that were developmentally vulnerable in areas such as language and cognitive skills. The research conducted in response to this has led to the development of a City of Mandurah Early Childhood Strategy 2012-2016 – Better Start Better Future. The research included reviewing the international policy directions on children's issues; latest state and national documents on Early Childhood Development; and Mandurah statistical and survey data relating to families and children. The purpose of the research was to identify the focus areas and outcomes for the City's Early Childhood Strategy and Families and Children Policy.

The national and international policy directions have focused on nurturing and protecting the needs for children and this has been based on two main fields of research:

- Neuroscience – the early physical and psychological experiences, starting before birth and up to 3-5 years of age, affects the way the person's brain develops. A poor start leads to a greater likelihood of negative long-term outcomes in adulthood.
- Economic – the effect of disadvantage appears early and accumulates over time. Later-life remedies to address disadvantages are costly and cost-prohibitive.

The Australian Government has acknowledged the importance of early childhood development in line with the economic argument and seeks to improve workforce participation by investing in early childhood strategies. A commitment to a national reform agenda on early childhood development was entered into by the Council of Australian Governments (COAG) in 2009. The Australian Government has led the implementation of its Early Childhood Policy Agenda initiatives including:

- National Early Childhood Development Strategy – Investing in the Early Years;
- Implementing the Australian Early Development Index (AEDI);
- Co-funding with WA State Government 10 Early Learning and Care Centres (one to be located at Dudley Park Primary School).

In implementing the AEDI, COAG recognised that those identified as developmentally vulnerable, are more likely to be from lower socio-economic families and indigenous families. Mandurah's results recognise the key areas requiring attention are:

- Language and cognitive skills;
- Social competence;
- Physical health and wellbeing.

In addition to the priorities identified by the AEDI results, local surveys and interviews held by the City of Mandurah during early 2012 identified additional considerations for an Early Years Strategy, these were:

- The importance of upgrading indoor and outdoor (park and public open space) play facilities as a means to provide more recreation and leisure options for families and young children;
- Services and play groups in Mandurah are in high demand leading to unsatisfactory waitlists;
- Ensuring the 5-12 age group are considered when planning for parenting workshops and play facilities.

Local research found that Mandurah is experiencing high growth in the 0-9 year olds. Mandurah's 2009 AEDI results are below state and national average; as are a number of other indicators from the latest 2011 Census data, including participation in education and household incomes. These results, coupled with the knowledge of a significant fly-in/fly-out (FIFO) and drive-in/drive-out (DIDO) community and continuing stresses placed on modern families, highlight the need for an Early Childhood Strategy. The research findings have shaped the focus areas and outcomes for the strategy.

Focus area one:

Safe environment

Outcome One: Children's environments are nurturing, culturally appropriate and safe.

Focus area two:

Literacy and learning

Outcome Two: Children have the knowledge and skills for life and learning.

Focus area three:

Social inclusion

Outcome Three: Children are provided with opportunities that increase social inclusion and reduced disadvantage.

Focus area four:

Building the capacity of parents and carers

Outcome Four: Families and service providers are confident and have the capabilities to support the development of the children in their care.

The City's Better Start Better Future strategy 2012-2016 and the accompanying Families and Children Policy outlines the role for Local Governments in early childhood development and where the City of Mandurah would be best to prioritise and contribute to delivering a coordinated approach to early childhood development.

Background

The City of Mandurah is a rapidly developing area of Western Australia and represents a 50km long coastal strip ranging from the northernmost suburbs of Madora Bay and Lakelands to the southernmost areas of Lake Clifton and Herron. The City covers a geographical area of 173.5km.

Despite a recent slow-down in its population growth, the City of Mandurah remains one of Australia's fastest growing cities. Mandurah has experienced phenomenal long-term growth over the past half-century, growing from a seaside village with less than 2000 people in 1954 to a city with more than 73,605 residents in 2011.

Mandurah's current five year average growth rate (2005-2010) is 4.3 and, whilst the current WA average is 2.6 and, and national average is 1.8 and. Mandurah's population is forecast to continue growing at a steady rate, to reach almost 100,000 by 2021, and between 105,000 and 116,000 by 2031.

Mandurah's sustained long-term rapid growth, creates a range of challenges or 'growing pains'. Many of

these challenges are currently being addressed through the Southern City Strategy which aims to ensure that Mandurah residents can continue to live, learn and work locally, by enhancing secondary and tertiary educational opportunities, and creating additional 'high-end' local jobs within Mandurah and the wider Peel Region.

Notwithstanding the proactive response of the City to some of its challenges, a recent report completed by the Australian Early Development Index (AEDI) has identified that by the time Mandurah children reach their first year of schooling there are more experiencing developmental vulnerability than other Australian children in regards to their physical health, wellbeing, language and cognitive skills.

These findings suggest that Mandurah's children do not appear to be getting the best start in their early years of life. Children who have a poorer start are more likely to have learning, behavioural and emotional difficulties for the rest of their lives. These difficulties can result in communities having to manage 'increased social inequality, reduced productivity and high costs associated

with entrenched intergenerational disadvantage in the later years as opposed to the early years (Commonwealth of Australia, 2009).

The benefits of investing in child health and development during the first five years of life have been extensively researched, with findings highlighting the significant human capital and fiscal returns to be gained by investing in individuals in the early years.

Essentially, if Mandurah's children are having a poorer start in life this could impact their ability to access the enhanced educational and employment opportunities being created through the Southern City Strategy in their teen and adult years. Investing in the early years now, will place the City in a greater position to secure its future as a vibrant, prosperous, connected and sustainable city.

This document will detail the current challenges Mandurah's children are facing and propose a range of strategies for investing in the early years, developed in light of research findings and community consultation.



Research Findings

International and national context

Since as early as the 1940's, there has been a focus, internationally on establishing and protecting the rights of the child based on a human rights framework. The United Nation International Children's Emergency Fund (UNICEF), an agency of the United Nations has been championing the rights and protection of children across the world. UNICEF's work in policy development include, Agenda for Change - Agenda 21 focusing on sustainable development at a local level (Chapter 25: Children and Youth) and child-friendly cities (practices and initiatives).

The international and national research outlining the importance of investing in early years are consistently based on neuroscience and/or economic data. The Western Australian Council of Social Services (WACOSS) released a discussion paper in July 2012, which outlines the two current fields of research.

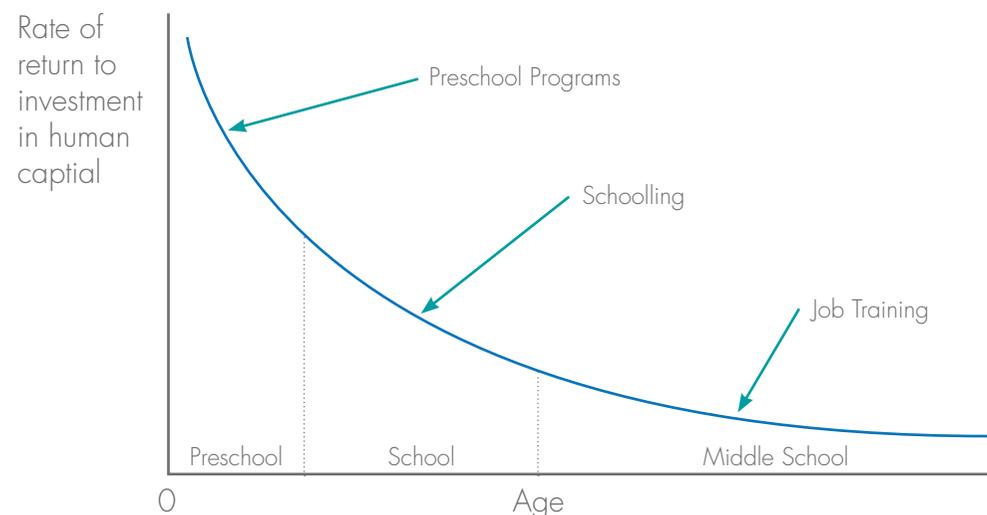
Neuroscience (study of the nervous system and brain):

- Early physical and psychological experiences, starting before birth and up to 3-5 years of age, affects the way the person's brain develops. Including learned behaviours (nutrition, health and exercise) persisting into adulthood;
- Children are born ready to learn behaviours, language and maths. Nurturing relationships provide the best environment for learning;
- Children learn through direct engagement and opportunities to observe, watch and copy.

In addition to the neuroscience research, the economic research states that "effects of disadvantage appear early and accumulate over time" (WACOSS, 2012); and that evidence shows that early childhood interventions are more cost effective than efforts to remedy the complex issues in later life (WACOSS, 2012). A common depiction of this, is the 'Rates of return to human capital investment in disadvantaged children' by James Heckman (2004).



Rates of return on human capital investment in disadvantaged children



The recent work of the Australian Government regarding the Early Years Policy Agenda and strategies into early childhood development align with national and international research and frameworks. The core focus is based on the economic argument and forms part of the Government's productivity agenda to lift workforce participation by investing in early years. It is interesting to note that though Australia is a prosperous, developed country, it has not previously invested significant funds into preschool education.

The current agenda is shifting this however, with COAG initiating an early childhood reform agenda and endorsing the National Early Childhood Development Strategy – Investing in the Early Years in 2009. The policy

agenda also includes changing the National Quality Framework for Early Childhood Education and Care and building the capacity of the sector workforce to be able to deliver the new standards (Commonwealth of Australia, 2009).

The National Early Childhood Strategy covers children from before birth to eight years and aims to improve the health, safety, early learning and wellbeing of all children and better support disadvantaged children to reduce inequalities.

It proposes six priority areas:

- Strengthen universal maternal, child and family health services;

- Support for vulnerable children;
- Engaging parents and the community in understanding the importance of ECD;
- Improve early childhood infrastructure;
- Strengthen the workforce across ECD and family support services, and
- Build better information and a solid evidence base.

The Australian Government's reform agenda has also seen the first national implementation of the Australian Early Development Index (AEDI) in 2009 and includes a commitment to continue to collect this data every three years. The collection of the next AEDI commenced in March 2012 and results were released in 2013.

Summary of the Australian Early Development Index (AEDI)

The Australian Early Development Index (AEDI) is a population measure of children's development in communities across Australia. The AEDI gives a national picture of children's health and development for the first time in Australia. The results pinpoint strengths in the community as well as what can be improved. The AEDI provides information to help build and strengthen communities for our children and for Australia.

Like a census, the process involves collecting information to help create a snapshot of children's development in communities across Australia. Teachers complete a checklist for children in their first year of full-time school. The checklist measures the following five key areas, or domains, of early childhood development:

- physical health and wellbeing;
- social competence;
- emotional maturity;
- language and cognitive skills (school-based);
- communication skills and general knowledge.

These areas are closely linked to the predictors of good adult health, education and social outcomes.

Summary of AEDI results for Mandurah community 2009

Overall in Mandurah there are 26.7 percent of children developmental vulnerability on one or more domains of the AEDI (compared to 23.6 percent of Australian children) and 12.9 percent are developmental vulnerability on two or more domains (compared to 11.8 percent of Australian children).

The AEDI for the Mandurah community included 779 children in their first year of full time school, including:

- 33 (4.2 percent) Aboriginal and Torres Strait Islander children;
- 97 (12.5 percent) children born in a country other than Australia;
- 37 (4.7 percent) children with English as a second language;
- 101 (13.0 percent) children identified by teachers as requiring further assessment (e.g. medical and physical, behaviour management, emotional cognitive development).

	Children on track	Children developmentally vulnerable
Physical health and wellbeing	78.8 percent	10.8 percent
Social competence	74.5 percent	7.5 percent
Emotional maturity	72.5 percent	9.7 percent
Language and cognitive skills (school-based)	64.3 percent	14.21 percent
Communication skills and general knowledge	78.8 percent	8.1 percent

Summary of Australian Bureau of Statistics (ABS) 2011 Census

The 2011 Census (first release data only) indicated a number of positive changes, including:

- Mandurah residents are more educated now than in 2006;
- Many more residents are accessing the internet from home (from 57.6 percent in 2006 to 75.5 percent);
- Median weekly household income is up by 17.7 percent.

Despite the improvements, Mandurah still remains below state and national averages on many key indicators.

For example, there are half as many currently attending university than the national average and the median weekly household income is 30 percent less than the state average. Mandurah maintains the same median monthly mortgage repayments as the state average.

In addition, Mandurah has more people currently separated and divorced than the state and national average; and a slightly higher and age of one-parent families. In regards to population growth by age, the 0-4 year olds grew by 1400 or 46.6 percent the 5-9 year olds grew by 23.4 percent.

The Census data provides an insight to key indicators occurring in Mandurah which may impact on the economic and social influences affecting families and children. The sheer growth of the 0-4 age group also highlights the need to ensure the City has a coordinated approach to delivering shared outcomes for the community.



Influencing factors on families and children

Parents and families are significant influences throughout childhood, but other environmental influences, such as peers and the school environment, also play a role. The larger social, structural, economic, political and cultural environment impacts on the resources available to families and children. The character of the communities in which children live, including the economic climate and accessibility of appropriate services, have significant influence on children's development.

Social changes such as workforce participation and how families chose to balance work and family responsibilities have been identified as contributing factors (Commonwealth of Australia, 2009) In Western Australia, labour force status and child care attendance is growing, with more parents both employed and increasing number of young children in some form of child care (Commissioner for Children and Young People WA, 2011).

Mandurah reflects this trend with specific Australian Bureau of Statistics (ABS) data released later in 2013.

Another factor impacting on Mandurah families is the mining industry. Mining is a significant industry within

the Peel Region. In 2010, the Peel Region accounted for over \$5 billion dollars of Western Australia's total mineral production through six of the mines and refineries located within the area (Mayes, 2012). These mines and refineries have secured a large drive-in/drive-out (DIDO) workforce, many of whom live within the City of Mandurah. A much higher proportion of Mandurah residents have secured fly-in/fly-out work on one of the other 264 mines located in Western Australia (Western Australia Facts, 2012).

The impacts on the family and community of being a 'donor' city (workers leaving to work away) for the WA mining industry are still relatively unknown. It is understood that Mandurah, the Peel Region and surrounding areas house as many as 80 and of the Fly-in/Fly-out workforce. It is important, however for the City to continue to gain a greater understanding of the social impacts of FIFO/DIDO and assess the support needs of families accordingly.

City of Mandurah Early Years Surveys

The first survey collected qualitative data from respondents at the City's biggest annual event, Mandurah Crab Fest, on 10 March 2012. Community Development Officers

asked 50 parents, "If there was one thing Mandurah could do for your under five child what would it be?".

A snapshot of the qualitative data is provided below:

- 52 percent of parental responses were in relation to parks and play facilities within the Mandurah area. More specifically, the responses within this category related to upgrading current parks, creating new and improved parks and providing more indoor play facilities;
- 18 percent of parents felt the need for more recreational and leisure options for young children in Mandurah;
- 8 percent of parents said there needed to be better childcare and 6 and said there are not enough playgroups in Mandurah;
- Another 6 percent said they wanted to see improvements to the City of Mandurah's Libraries and the Mandurah Aquatic and Recreation Centre;
- Finally, 6 percent of responses were uncategorised while 4 and of responds indicated a satisfaction with what currently happens for their under five child/ren in Mandurah.



The second survey provides a more comprehensive picture regarding the needs of Mandurah children aged 0-5 years, and their parents. 115 responses were collected from parents over a six week period.

Surveys were completed at display booths at the Falcon e-Library and Community Centre, Mandurah Library and Meadow Springs Shopping Centre. The survey was displayed in both the Mandurah Mail and Mandurah Coastal Times newspapers via full page adverts and was also available for completion electronically. The Peel Early Year's Group also assisted with completing the survey by distributing it through their client networks. Therefore most of the 115 responses were collected through their assistance.

Below is a snapshot of the data collected through the second Early Year's Survey:

- A higher proportion of Mandurah children appear to infrequently attend Mandurah libraries than those attending on a frequent basis (for example once a week, fortnight or month). There are also significant differences in library attendance between the southern and northern districts of Mandurah. For instance, children in the southern districts are 23 percent more likely to frequently attend a Mandurah Library;
- Overall 53 percent of respondents have a friend or family member living close by that assists with supervising or supporting their child. However, parents living in the northern districts appear to have more available support networks for their children than those in the south;
- 53.9 percent of respondents do not know where to find the Parent's Place;
- Survey responses reflect the majority of parents believe information relating to services are easily accessible, services meet the needs of their children and are located a short distance from their home. Survey participants responded least favourably to the length of service waitlists. 34 percent of surveyed parents disagreed and strongly disagreed that services have short waitlists and are accessible;
- Participants were asked to rate the quality of specific services and facilities within the Mandurah area for children aged 0-5 years. Survey responses reflected positively on parks and playgrounds, health services, education and childcare. However, welfare services and the availability of playgroups attracted the highest collective 'average' and 'poor' ratings of all services and facilities.

Role of Local Government

The City of Mandurah acknowledges the lead role and responsibilities that both the State Government and Federal Government have in improving the social and educational outcomes of children. Nevertheless Local Governments contribute to the development of local communities and provide services, facilities and infrastructure either specifically for children and families and/or generally for the whole community.

The City of Mandurah has consistently invested in delivering services to children including crèche services at the two recreation centres, school holiday activities based at various City facilities and literacy and learning programs delivered through officers at two libraries. The libraries include a Children and Young Persons Librarian and soon to appoint a Literacy Development Officer. Library Officers deliver programs both within the facilities and in the community.

The National Early Childhood Development Strategy identifies the shared role for community, government and private providers in contributing to the delivery of the strategy (Commonwealth of Australia, 2009). The roles and responsibilities relating to Local Governments are:

- **Collaborate** with other agencies to support families to provide a nurturing home environment and access services;
- **Lead** in developing inclusive local planning processes for the built and natural environment that take into account the needs of children and families, and promoting community safety;
- **Lead** (where services are provided to young children and family) in providing programs that consider the inclusion of children experiencing one or more barriers to social participation (low-income family, cultural and language barriers and disability);

- **Lead** (where services are provided to young children and family) in providing effective policy responses based on research and workforce development for staff.

There is an opportunity for the City to align its early childhood priorities with those within the National Childhood Development Strategy. Adopting a collaborative approach to implementing early childhood strategies would capitalise on opportunities to develop strong State and Federal Government partnerships and deliver greater outcomes for Mandurah families and children.





Families and Children Policy

An overarching Families and Children Policy has been developed to provide the framework for the Early Years Strategy and confirm the City's role and objective in delivering a local response to early childhood development.

Policy objective

To utilise a whole-of-Government and a whole-of-community approach, to reduce the number of Mandurah children who are developmentally vulnerable according to the Australian Early Developmental Index, particularly in the areas of language and cognitive skills, and physical health and wellbeing.

Policy

The City of Mandurah is committed to a whole-of-Government and a whole-of-community approach to ensure that every child (aged 0-12) has the best start in life, in order to create a better future for themselves and the Mandurah community.

The City acknowledges that investing in the health, education, development and care of our children benefits children and their families, our communities and the economy.

The City of Mandurah roles and responsibilities in early childhood development are:

- **Collaborate** with other agencies to support families to provide a nurturing home environment and access services;
- **Lead** in developing inclusive local planning processes for the built and natural environment that take into account the needs of children and families, and promoting community safety;
- **Lead** (where the City provides a service targeted at young children and family) in providing programs that consider the inclusion of children experiencing one or more barriers to social participation (low-income family, cultural and language barriers, and disability);
- **Lead** (where the City provides a service targeted at young children and family) in providing effective policy responses based on research and workforce development for staff.

The identified priority groups for the delivery of this policy and accompanying strategies are those that are experiencing one or more barriers to social participation, these are:

- Socio-economic status/low income families;
- Cultural and language barriers including Indigenous families;
- Living with a disability.

The City will work and collaborate closely with other spheres of government and the wider community, to address four focus areas and outcomes:

- **Focus area one:** Safe environment
Outcome one: Children's environments are nurturing, culturally appropriate and safe.
- **Focus area two:** Literacy and learning
Outcome two: Children have the knowledge and skills for life and learning.
- **Focus area three:** Social inclusion
Outcome three: Children are provided with opportunities that increase social inclusion and reduced disadvantage.
- **Focus area four:** Building the capacity of parents and carers
Outcome four: Families and service providers are confident and have the capabilities to support the development of the children in their care.

Early Childhood Strategy - Action Plan 2012-2016

Action	Responsibility	2012-13	2013-14	2014-15	2015-16
<p>Focus area one: Safe public environment</p> <p>Outcome one: Mandurah's public places and spaces are nurturing, accessible, culturally appropriate and safe for children aged 0-12.</p> <p>Measure: The number of City programs and facilities incorporating children's learning needs and physical health and wellbeing in its design (aim to progress towards increasing the number of City programs and facilities delivering Outcome One by 2016).</p> <p>Public environment includes parks and reserves, community facilities and buildings</p>					
Investigate and develop an evaluation process and criteria to establish measurable outcomes, including social return on investment.	Manager Community and Social Development (Community Development)				
Promote the State Government's Nature Play WA initiative to schools parents and child care organisations. Explore opportunities to integrate Nature Play objectives into City school holiday programs/activities in partnership with relevant organisations and explore opportunities to integrate Nature Play objectives into City school holiday programs.	Manager Community and Social Development (Community Development)				
Adopt a Healthy Eat and Play Policy to increase the number of City programs that incorporate healthy eating options and physical activity.	Environmental Health, with support from Manager Community and Social Development (Community Development)				
Adopt a Nature Playground Policy for new and renovated public play spaces.	Manager Community and Social Development (Community Development)				
Identify and deliver workshops to City of Mandurah staff on children's learning and development needs and ways to incorporate in design of City facilities. Engage relevant organisations and children where appropriate.	Manager Community and Social Development (Community Development)				
Identify and deliver workshops to City of Mandurah staff on children's learning and development needs and ways to incorporate in design of City programs. Engage relevant organisations and children where appropriate.	Manager Community and Social Development (Community Development)				

Action	Responsibility	2012-13	2013-14	2014-15	2015-16
Incorporate children's learning and family accessibility (e.g. prams) needs in the development of public open space and play areas.	Manager Infrastructure Development				
Utilise City events program and the Community Assistance Grants Scheme to encourage opportunities for children and families to participate in events and activities that embrace the diversity of the Mandurah community. Promote through relevant local community organisations and schools	Manager Community and Social Development (Events and Community Development)				
Incorporate children's and families' needs in significant City developments e.g. the Mandurah Foreshore and the Old Mandurah Bridge.	Manager Infrastructure Development				
Continue to review and improve services to ensure children activities are nurturing, accessible, safe and culturally appropriate at Mandurah and Falcon Libraries; Recreation Centres; Museum and Billy Dower Youth Centre, Family Centres and Skate Parks.	Managers: Community and Social Development (Youth); Libraries, Learning, Arts and Culture; Recreation Centres Services				

Action	Responsibility	2012-13	2013-14	2014-15	2015-16
<p>Focus area two: Literacy and learning</p> <p>Outcome two: Children have the knowledge and skills for life and learning.</p> <p>Measure: Improvements in AEDI language and cognitive skills results 2013 and 2016. Establishment of partnership with Department for Communities and increase in collaboration of projects (target per year: one significant project per year). Progress towards 100 percent (by 2016) of City programs delivering crèche and school holiday programs including literacy and learning objectives.</p>					
Engage and communicate with state and national partners on ways to address Mandurah children's literacy and learning results.	Manager Libraries, Learning, Arts and Culture; support from Community and Social Development (Community Development)				
Establish partnerships with Department for Communities (Children Services Officer) to develop and share resources with pre-school programs on Early Childhood Development and the National Quality Framework changes.	Manager Libraries, Learning, Arts and Culture; support from Community and Social Development (Community Development)				
Increase the knowledge of staff that deliver crèche, school holiday activities or similar; of the Commonwealth's National Early Childhood Development Learning Framework. Participate in local child care network sessions, and work in partnership to provide professional development opportunities for staff working with children.	Manager Libraries, Learning, Arts and Culture; support from Community and Social Development (Community Development)				
Explore opportunities for City crèche services to align and include the latest information on literacy and learning.	Managers: Libraries, Learning, Arts and Culture; Recreation Centres and Services; support from Community and Social Development (Community Development)				

Action	Responsibility	2012-13	2013-14	2014-15	2015-16
Literacy Development Officer to establish an approach to continue to deliver information on literacy outside of libraries e.g. events and schools.	Manager Libraries, Learning, Arts and Culture				
Explore ways to build on the successful outcomes of the Better Beginnings program and other literacy development programs, including developing a set of indicators and opportunities to increase parent engagement.	Manager Libraries, Learning, Arts and Culture				

Action	Responsibility	2012-13	2013-14	2014-15	2015-16
<p>Focus area three: Social inclusion</p> <p>Outcome three: Children are provided with opportunities that increase social inclusion and reduced disadvantage.</p> <p>Measure: AEDI Social Competence results 2013; 2015; The number of City children programs incorporating social inclusion strategies (target for 2016: 80 percent of programs; 50 percent of new or refurbished facilities).</p>					
Literacy Development Officer to investigate opportunities for children in Education and Care (child care) facilities to participate in local story times and rhyme times and literacy and language activities.	Managers: Libraries, Learning, Arts and Culture; Recreation Centres and Services; support from Community and Social Development (Community Development)				
Explore and implement improved marketing and monitoring processes to ensure continual improvement of low cost and free activities at Mandurah Libraries; Mandurah Recreation Centres; Mandurah Community Museum and Billy Dower Youth Centre.	Managers: Community and Social Development (Youth); Libraries, Learning, Arts and Culture; Recreation Centres and Services				
Explore and plan for improved use of technology and other play equipment, programs and facility layout design to deliver interactive learning spaces at City libraries and community facilities (including the proposed Lakelands Community and Learning Centre).	Managers: Libraries, Learning, Arts and Culture; Recreation Centres and Services; support from Community and Social Development (Community Development)				
Research and develop a set of social inclusion strategies to increase participation of children from diverse backgrounds (disability, cultural and low-income), in consultation with relevant services.	Manager Community and Social Development (Community Development)				
Establish networks and partnerships with relevant external service providers, businesses and community groups, to promote ways to deliver children's services that are accessible, affordable and culturally appropriate.	Manager Community and Social Development (Community Development)				
Inform, promote and assist internal providers of children's services to deliver services that are accessible, affordable and culturally appropriate.	Manager Community and Social Development (Community Development)				

Action	Responsibility	2012-13	2013-14	2014-15	2015-16
<p>Focus area four: Building capacity of parents, families and services providers</p> <p>Outcome four: Families and service providers are confident and have the capabilities to support the development of the children in their care.</p> <p>Measure: Results of evaluation surveys.</p>					
Collect information on local children and family services. Develop and distribute information.	Manager Community and Social Development (Community Development)				
Establish and maintain partnerships with Department for Communities, Children Services Officer and Parenting WA to develop and share information with parents on the importance of how to use outdoor and indoor environments to facilitate learning.	Manager Community and Social Development (Community Development)				
Establish and maintain partnerships with Department Education Employment Workplace Relations and local groups to collaborate on attracting workshops for families and services providers on fly-in fly-out; developing social connections and learning environments.	Manager Community and Social Development (Community Development)				
Explore grant opportunities to deliver greater parent engagement through current City children's programs.	Manager Libraries, Learning, Arts and Culture; support from Community and Social Development (Community Development)				

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