



Child and Parent Centre  
Collie Valley

2019

# Child and Parent Centre Collie-Valley Planning Day Report

**11<sup>th</sup> March 2019**  
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# Strategic Planning Day Workshop Notes

## Introduction

On 7<sup>th</sup> March, Child and Parent Centre Collie-Valley held a workshop to clarify the strategic direction and priorities to prepare us for a strong future.

The purpose of this document is to provide a summary of the workshop for discussion and exploration purposes. It will also provide a useful resource for continued planning and development of the Collie Valley Child and Parent Centre and other organisations supporting children and families in Collie.

Key elements of the workshop were:

- Sharing why we said yes to participate
- Understanding and mapping local context (what is happening and who impacts the health, development and well-being of young children in Collie)
- Identifying key leavers or themes for development
- Identifying CPC strategies to contribute to priorities for change
- Creating an indicator bank
- Making commitments to do right away to support the CPC to support children and families in Collie

## Participants

Thank you to our participants:

Andrew Whitney, Ian Anstee, Carole English, Christine Gorman, Daniel Graves, Jane Roberts, Simon Paton, Taryn Battista, Wendy Perdon, Kellie Biffin, Jodie Ingrey, Tamsin Emmett, Kasey Collier, Bonnie Andrew, Chrystle Uren, Anthea Abbott, Jill Hibben, Nadine Fenton, Chrischelle Davis, Lauren Twomey, Linda Gallagher, Jill Hibben, Ian Miffling, Michele Thonaas and Chloe Curran.

## Guidepost Documents

The documents and elements that will align the development of our plan include:

- Our Vision
- Our Working Together Agreement
- Our experience
- The First 1000 Days research
- Education Department program parameters for CPCs and political context



# Strategic Planning Day Workshop Notes

## Environmental Context: Influences on Collie children

We began by exploring the positive and negative impacts on children in Collie by taking an ecological approach.

### Children: What impacts child health, development and well-being in Collie?

#### Positive

- Sense of community - pride
- Physical environment
- Allied health services
- Partnerships with service providers
- Recreation activities and opportunities
- Child health nurses
- Supplies of essential services
- History
- Environmental impact
- CPC / specific buildings
- Family bonds
- Active lifestyle
- Bendigo Bank – sponsors with a focus on community needs
- Quality childcare centres

#### Both / either positive or negative

- Parenting style / culture
- Sleep
- Trust
- Attachment
- Diet and nutrition / healthy or poor
- Health beliefs
- Parent capacity (emotion, finance, mental health etc)
- Choice

#### Negative

- Domestic violence
- Alcohol
- Drugs
- Job opportunities
- Mental health
- FIFO
- Government funding
- Social isolation
- Access to inappropriate media
- Increase in vulnerable families from other areas
- Lack of education for some families
- Economic uncertainty – job instability especially coal mining
- Agency lack of staying power
- Past trauma – passed down from generation
- Screen – too much technology and use of technology
- Lack of attachment
- Cost of specialist access and delays in access
- Boredom
- Stigma of being labelled – for example having a child with FASD
- Parents feeling judged if having a child that requires help / support

### Families: What impacts families in Collie?

#### Positive

- Caring support workers!
- Access to support services
- Social interactions sense of connection
- Population
- Education
- Good schools and choice
- Availability to family networks
- Roads
- Housing
- Mining resources

- Health services
- Green open spaces
- Positive community attitudes
- Sports
- Great availability and access to primary level services
- Family health and function

#### Negative

- No single houses
- Parents with disabilities (FASD / ID etc)
- Cheap housing



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- Low income
- Drugs and alcohol
- Distrust of organisations
- Job insecurity
- Employment
- Past trauma
- Parents not accessing helpful services
- Living in Collie – cheap housing, no connection to community, social isolation
- Shops shutting down – having to travel to Bunbury
- No transport
- Parent education
- Lack of knowledge about support service
- Perception of isolation
- Inter-generational trauma
- Domestic violence impacts – trauma and mental health

## Community: What impacts the community in Collie (that impacts children and families)?

### Positive

- Super town concept could grow us
- Agency passion and collaboration
- Attempt to diversify economy
- People know people
- Beautiful surroundings – WA govt support of local attractions
- Close proximity to big regional centre (Bunbury)
- Boom and bust cycle
- Shire engaging to get better mental health services
- CPC
- Parenting groups
- Open spaces – facilities free for all
- Funding for major projects creates jobs, hope and opportunity
- Strong sense of community – e.g. sporting groups

### Negative

- Housing price and availability
- Volatile funding system in WA
- Unemployment – generational poverty and unemployment
- Inconsistent mining
- Drugs – neglect no emotional engagement
- Social media – youth have access to both positive and negative
- Poverty and low S/E
- Budget repair
- Transport
- Drugs and crime
- Generational 'blue-collardom' impacts on aspiration and education
- Lack of value on education by families
- Families have distrust of authorities
- Fear – impacts on children not taking risks
- Mistrust of government system
- Social divide
- Domestic violence

## Services: What impacts services in Collie (that impacts how they support children and families)

### Positive

- Volunteers
- Clear and collaborative communication
- Trust in consistent relationships
- Local passion
- CPC
- Political priorities
- Collaboration between services – effective referral pathway

- Growth in integration and cooperation over the last few years
- Committed and trained staff who live in and support the community.

### Negative

- Outreach services that are based elsewhere all have no ownership in the local community
- Financial vulnerability (resources)



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- Transport
- High turnover of key personnel
- Inconsistent participation
- Unclear communication
- Government restricting process and logos
- Referral to services changes and updates
- Inconsistent service and funding
- Inconsistent funding
- Service utilisation
- Increased social stressors
- Consistency – turnover of service providers
- Cost of services
- Lack and cost of services e.g. mental health
- Under resource – issued around timelines of services
- Lack of critical incident support
- Interagency trust – who is responsible? What happens? lack of feedback
- Lack of ability to be flexible (not by choice – thru policy, resources etc to engage families)

## Who influences outcomes for children in Collie?

We then looked at WHO influences outcomes for Collie children and how those actors are connected with each other and children and families. This work will inform how we build relationships, collaborate and facilitate change.

The information below is a combination of all maps created according to each area of focus.

### Actor Map One

#### Education and Care

- Class teacher/EA/Parent / Activity leader/ AEOs / Peers
- Principals, School staff and leadership, chaplain, Playgroup, Daycare, School Psych
- Culture of the school
- School community
- P&C and School board
- The Smith Family, HIPPPY, social and emotional learning programs
- Specialists / visiting teachers
- Department of Ed, SDERA, state of services
- Politics, government

#### Health and Mental Health

- Parent
- Baby, Health, Doctor / GP, Child health nurse
- Hospital, ALO, Social Work
- Councilors / Psychs, Headspace
- Allied health, NDIS, Family Centre, Child development Centre
- Therapeutic programs, Waratah, CAMHS, 4 Families, SWAMS, GP Down South
- Private services (Speech and OT) and complimentary services (optometrist, pharmacy)
- The arts
- Sports grounds and clubs

#### Parents, Family and Community

- Parents and carers and immediate family, foster carers, grandparents
- Neighbours, Extended family, Ngaling Boodja Council (aboriginal Corporation)
- Team coaches, Ngala Centre, Library
- Family Support Network
- Family culture



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- School networks
- Sports clubs, PCYC
- Public spaces, parks, library, pool and community garden
- Shire
- Culture of town
- Expectations of community

## Support Services

- Childcare, CPC, child counselling, parenting programs
- Parenting programs
- Counselling, Waratha, Youth Focus, DCP caseworker (CPFS), Family support worker, the Smith Family
- NGOs - Accordwest, Anglicare, Vinnies, Second Bite, Food Bank, Red Cross, Kids Helpline
- Department of Community, Centrelink, Medicare, Community Garden,

## Other

- Peers
- Sports teams, volunteer services and groups (e.g. Girl Guides), Service Clubs
- DSC
- Churches, Housing, Police, Legal aid
- Rec centre, pool
- Housing standard, religion
- Coordination of services

## Brainstorming for the Plan

### Our Vision and plan to achieve it

Our community of families, schools, community organisations and agencies will work in partnership to empower parents to provide their children with the emotional, social, physical, cognitive and communication skills needed to achieve in education and make choices that are valuable to their life.

*The information below is not our plan but the brainstorm content we will use to create it.*

### Development Theme/Focus: Children (Child development)

#### Outcomes and Goals

- Children have the emotional and social well-being and physical and cognitive skills to achieve at school
- Support services, school readiness, early literacy, social responsibilities

#### Strategies

- Promotion of the importance of the early years
- Playgroups
- Incredible Years – evidence and research-based programs for families
- In home services (opportunity to expand from existing service)
- Monitor health and development of children at health checks and immunisation appointments'
- Share relevant info about agencies





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## Development Theme/Focus: Parents

### Outcomes and Goals

- Parents / carers have the knowledge, capacity and skills to prepare their children for school
- Reducing and identifying barriers for families accessing agencies
- Increasing the engagement of reluctant families
- Empowering parents
- Empowering parents and family to be the best they can be through the Child and Parent Centre
- Promoting that the centre is here and it is ok to ask for help
- Sharing more knowledge of child development with parents

### Strategies

- Opportunities to socialise and connect
- Parenting programs – like Incredible Years
- A wide range of parenting programs
- Social media information platform (like Slack) as a local community resource
- Social gatherings – ice breakers to engender self-confidence etc
- Early intervention – regular obstetric checks to identify any issues with parents early
- Encourage culturally diverse families to participate
- Building up relationships with families that have some disadvantages
- Workshops

## Development Theme/Focus: Community

### Outcomes and Goals

- Strengthening pathways in the community
- Building community resilience
- Home-school-centre links
- Community connection and working relationship (trust)
- Community driven focus to provide best outcome for children and families

### Strategies

- Referrals from the community
- Community ownership of the centre – having parents on the LAC
- Toy and book exchange
- Volunteer roles / program
- Engaging diverse age groups and cultures
- Regular communication with parents and community (educational and promotion)

## Development Theme/Focus: Relationships and Partnerships

### Outcomes and Goals

- Multiple agencies combine to support families
- Increasing local knowledge base of organisations in Collie (services available)
- Relationships with agencies
- Building and developing relationships

### Strategies

- Directory of services for families with children with Collie Shire EAC
- Share pamphlets from agencies
- Interagencies work from the centre



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- Promotion and advertising PR
- Resource parents with materials
- Services mentioning correct info to CPC of what's available
- Ability to work flexibility with families
- Clarity with roles and boundaries between agencies
- Collaboration and networking between agencies
- Streamline referral processes to allow ease of referral
- Strong CPC and school ties
- Improving transport opportunities for broader communities' access to CPC
- Seek additional partnership opportunities
- Being flexible and open to positive changes and working together
- Professional development and staff skills
- Maternity information being with local information re services
- Council takes lead role in providing monthly community health sector (only nfp and gov agencies) meetings to increase networks

## Development Theme/Focus: Sustainability

### Outcomes and Goals

- The community values the CPC and what it can provide
- Community ownership
- Appropriate services and programs
- Political parties commit to ongoing finances
- Longer term financial security from government to be longer than the life of the incumbent government

### Strategies

- Continue with programs that work (e.g. IV)
- Using data to inform programs and services (e.g. AEDC)
- Grass roots community support via local fundraising)

## Measuring impact

We then discussed how we could measure impact in a way that was meaningful and informs continued design and decision making.

To support this conversation, and start to brainstorm a bank of indicators, we explore different types of indicators such as process and impact indicators.

### Impact Indicator examples (to measure objectives and outcomes)

- Did the objective have the immediate impact on the recipients that was expected?
- How do we know we are making progress towards the desired outcome?

### Process Indicator examples (to measure strategies and activities)

- Were the activities delivered as planned?
- Were the activities delivered in the way intended?
- Were they of high quality?
- How will we know this?





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## Bank of indicators

Our ideas for indicators that matter include:

- Greater rate of children coming to school with diagnosis rather than first identified at school
- Push vs pull – parent request for service / programs vs service / programs offered – links to comfort and value
- How many through the door AND how many bring a friend OR are these from recommendation
- Social return on investment methodology
- The parents keep coming back
- Numbers have increased in playgroups
- ECE teachers, feedback e.g. difference of children who engage with CPC / don't engage
- Word of mouth – it works
- CPC staff observation of children and child parent relationships that grow
- Parents identify the CPC as part of their support network
- More agencies are getting in contact with the centre
- The amount of people here today wanting to help
- Gauge changes in community attitudes
- Teachers note difference in behaviour
- Less health care issues with families at risk
- Regular families
- Increase in referrals to CPC
- Behaviour change in parents that promote better care and connection to their children
- New families coming to CPC from referral feedback from other families
- Incredible Years – Visual Analogue Scale (VAS) results
- New families attending
- Kindy screening, pre-primary AEDC and Naplan
- New agencies want to join
- More people aware of CPCs and what we offer
- # of referrals from schools

## What we commit to do now

Below is a list of commitments to do right away to support the CPC that participants made on the day.

1. Get out of my ~~box~~ school
2. Promote CPC loudly and proudly
3. Use our collective knowledge – Collie Principals Network meetings
4. Support more combined activities between CPC and the K/P class that includes parents
5. Update our service brochure and poster – share it with CPC
6. Spread awareness of CPC
7. Give all my new families the CPC timetable and tell them how great it is
8. Work more consistently with surrounding school Principals to make connections with the CPC easier
9. List services and their contact details and what they can do and distribute to all staff at CRVMC
10. Continue to build relationships with other community members / networking
11. Inform our GPs and nurses about CPC and ALL the associated services
12. Talk to families and parents about their experiences
13. Promote CPC and its programs through the school
14. More partnerships with other agencies
15. Actively promote CPC – newsletters, board, parents, staff
16. Offer services to fill GAPS e.g. ear health, fluoride varnish, development
17. SWAMS staff to liaise with CPC to see what the GAPS are
18. Update our clinic info for Australind and send to Carole
19. Ensure the infrastructure of the organisation enables: security, safety, progress and opportunity



# Strategic Planning Day Workshop Notes

## Next Steps

To complete the plan, the next steps are:

- Create a draft plan. (Jennifer)
- Check, refine and approve the plan. (Families, LAC)
- Develop the operational plan. (CPC)

## Evaluation

### What worked well?


- The groups worked well – ability to have a voice
- Great structure. Kept moving all day.
- Setting the Collie scene e.g. putting in context of whole community
- Being able to write your thoughts on sticky notes and having a say without the pressure of talking to the whole group
- Your clear passion and knowledge about this topic and making a plan!
- Good timeframes
- Great to be so interactive – keep interested and stay awake!
- Empowering to take ownership of the CPC plan
- Loved how interactive the session was.
- Moving through each group
- Timeframe adhered to
- Providing opportunity to offer suggestions and think outside the box
- Round table approach
- Small interactive groups – made for meaningful information flow
- Active participation
- Learning information about the CPC and other providers
- We were all active participants
- Focusing on positives and negatives
- Great scope and depth of reps from the community, common focus, energetic and vibrant process


### What could be better?


- The textas work


## Facilitator details

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